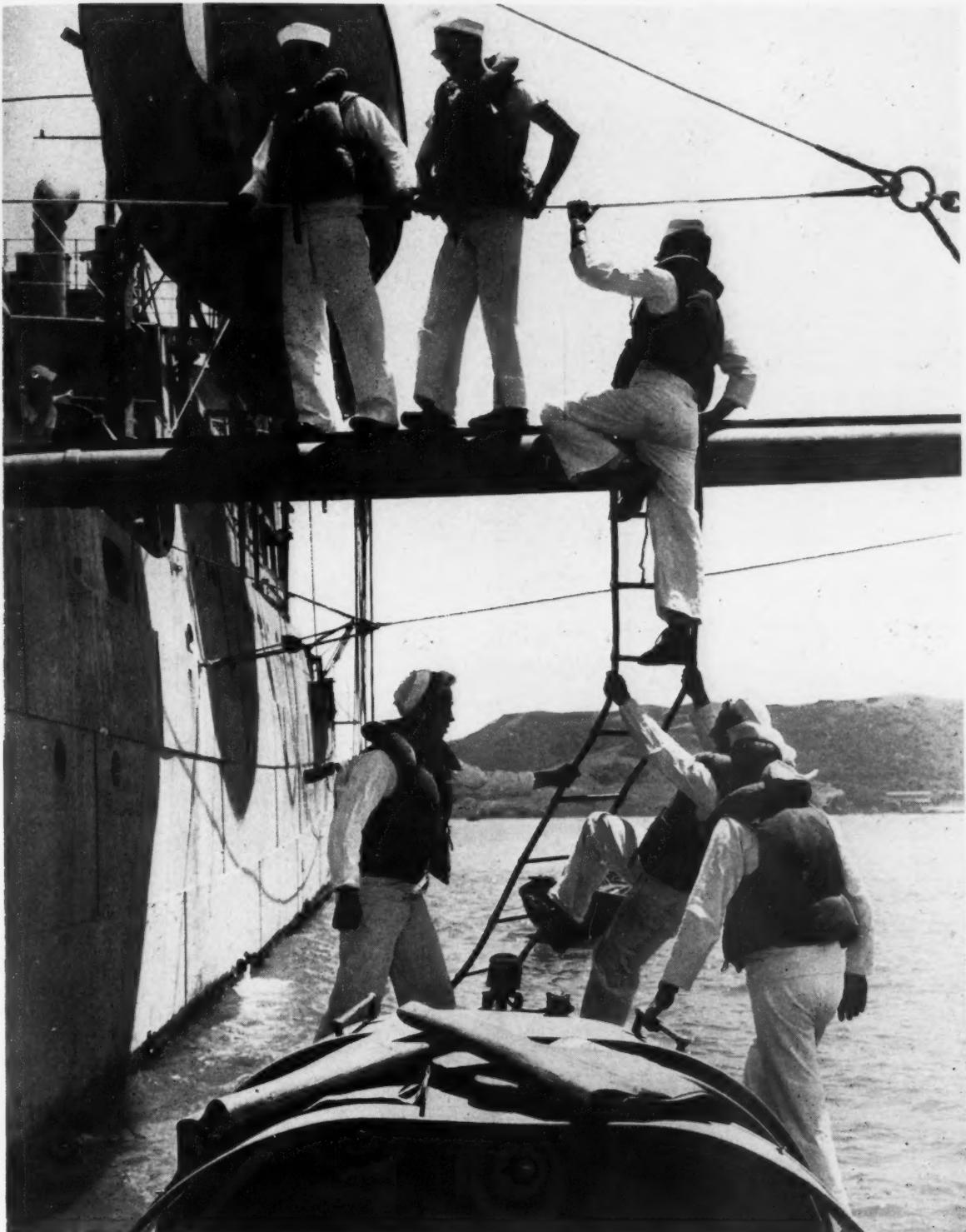


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EDUCATIONAL NEWS



The Golden State, anchored out, as Cadet-Midshipmen return from shore and tie up the ship's boat to the boat-boom.

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SIERRA EDUCATIONAL NEWS

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Shall the California Public Schools Collapse?

The most important announcement ever made to the teachers of California appears on Pages 14-16 of this issue.

It describes the Constitutional Amendment sponsored by California Teachers Association, providing for a minimum salary of \$2400 a year for every teacher and for increased State support to public schools of \$120 per pupil in average daily attendance.

EVERY TEACHER SHOULD READ THIS ANNOUNCEMENT AND ASSIST IN THE CAMPAIGN.

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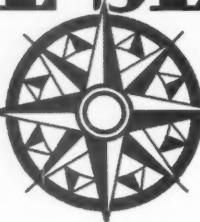
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TRAVEL SECTION



GOLDEN STATE

TRAINING SHIP OF THE CALIFORNIA MARITIME ACADEMY

*Regional Information Office, Training Organization, War Shipping Administration,
1000 Geary Street, San Francisco 9, California*

CALIFORNIA Maritime Academy at Vallejo, as a State institution, is part of the educational system of California, but is under the direction of a board of governors of 5 members. Four of these are appointed by the Governor of California and the fifth is the Superintendent of Public Instruction and Director of Education (ex-

officio) of the State. All board-of-governor members serve without pay.

The Academy trains young men of this State to become officers in the Merchant Marine. The course-of-study is primarily professional, and is designed to prepare the graduate for immediate service as a junior officer in the deck or engine department of

an ocean going ship. This course is the equivalent in academic standards to a full college course. The 3-year course (3 years of 11 months each) is, in fact, longer than the usual college course (4 years of 8 months each).

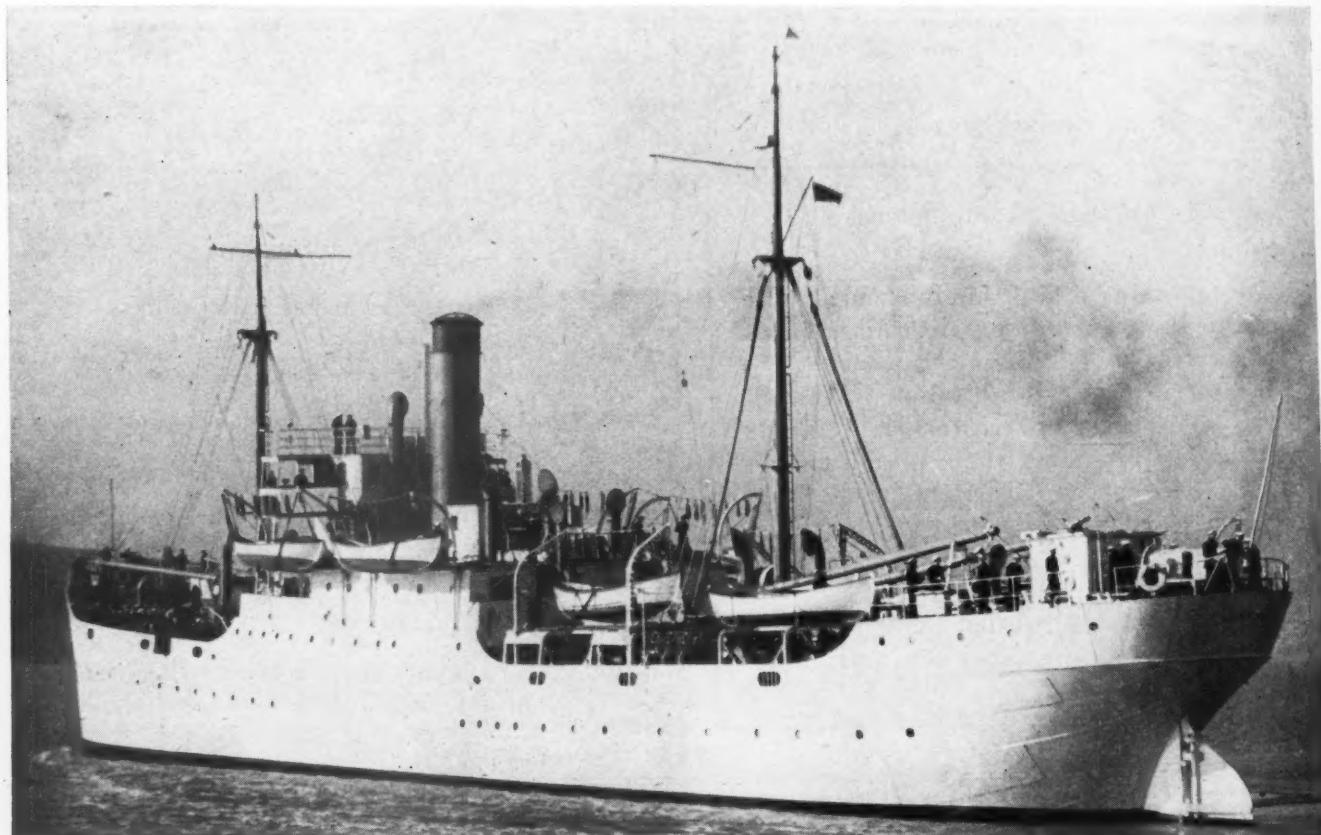
Upon graduation, cadet-midshipmen are awarded a college degree of Bachelor of Science in nautical science with their diploma. They are also eligible to receive commissions as Ensign in the United States Maritime Service and in the United States Naval Reserve.

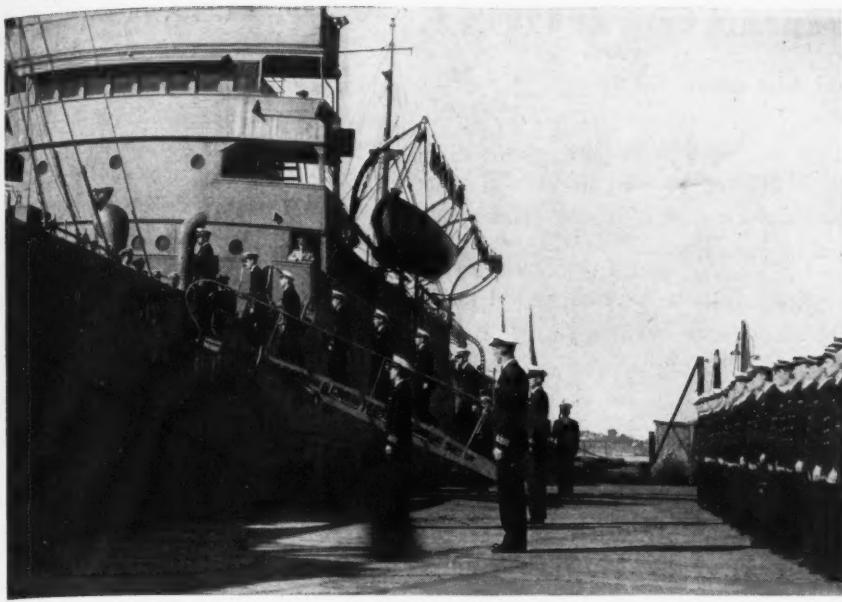
By Actual Experience

An important part of the instruction is given aboard the training ship Golden State, where the cadet-midshipman learns, by actual experience at sea, the duties of a ship's officer.

The Golden State returned in mid-April from its first foreign cruise to South America since the end of World War II. On the 4-months training

The training-ship Golden State, newly-painted, heading out for the 4-month cruise to South America in early January with 130 cadet-midshipmen of California Maritime Academy. Under supervision of officers, the cadet-midshipmen manned the ship for the entire cruise.





Under the watchful eye of Captain Claude B. Mayo, USN (Ret.), Superintendent of California Maritime Academy, cadet-midshipmen go aboard the training ship Golden State. Here the Officer of the Day, on board, is returning the cadet-midshipman's salute after the latter has first saluted the Ensign.

cruise, exotic ports-of-call included Acapulco, Canal Zone, Callao and Valparaiso. Cadet-Midshipmen, under the supervision of officers, manned the entire ship for the cruise.

Since the inception of the California Maritime Academy in 1929, its graduates have distinguished themselves on the high seas in war and in peace. Commander D. B. McMichael, USMS, Executive Officer, U. S. Maritime Service Center, 1000 Geary St., San Francisco, and Commander D. S. Goddard, USMS, Executive Officer of the U. S. Maritime Service Officers School at Alameda, are among the first class of graduates of the Academy. Captain M. E. Crossman, USMS, Superintendent of the U. S. Maritime Service Officers School at Alameda, was Executive Officer aboard the Golden State, when California Maritime Academy midshipmen went on their first round-the-world training cruise.

Export Trade

One hundred graduates of the Academy are now shipping out with masters papers and over 100 as chief engineers. All graduates are employed immediately following their graduation.

"It is an established fact," emphasized Captain Claude B. Mayo, USN, (Ret.), Superintendent of the California Maritime Academy, "that this country must 'sell foreign' from 15 to 20% of its production if

May 15 in San Francisco and Los Angeles, will be accepted until May 14 from young men 17 to 24 years of age with a high school education or its equivalent.

Applicants should write Lieutenant Commander R. D. Heron, USNR, Commandant of Midshipmen, California Maritime Academy, Vallejo, California.

IN May 22 National Maritime Day will be celebrated throughout the nation. The boldly-affirmed conviction of William H. Seward, Lincoln's Secretary of State, is particularly timely for those who pause to honor the Merchant Marine this month. Seward said:

The Pacific World

"European thought, European commerce and European enterprise (in America), although actually gaining in force, and European connections, although becoming more and more intimate, will nevertheless relatively sink in importance in the future, while the Pacific Ocean, its shore, its islands and adjacent territories will become the chief theatre of human events and activities in the world's great hereafter."

our standard-of-living is to be maintained. At least 60% of this export trade should be carried in American bottoms. This means many ships and the need for a great and well trained personnel."

Applications for the annual entrance examinations to the Academy, scheduled for

With the aid of "Scratch," the ship's mascot, Midshipmen Richard Miller and Marvin Hall tackle a navigation problem aboard the California Maritime Academy training ship. By providing pawprints on hatch-covers and fresh paint, Scratch keeps the midshipmen on the alert at Captain's inspection.



MEXICAN BOARDING HOUSE

Virginia Urbani, Herbert Hoover High School, San Diego

ONE of the first questions asked of a traveler just returned from a long sojourn in the famed land of enchantment, Mexico, is "Where did you live?"

My answer to this query is, "In a Mexican boarding-house," and then I proceed to describe the dear old place and the charming people who lived there.

The interest is keen on the part of a large group of Americans with some knowledge of Spanish to find an environment in Mexico where they may improve their speaking ability of the language, a place where no English is spoken nor understood, where there is no alternative, no choice, it's Spanish or the painful loneliness and isolation imposed by silence.

A silence made all the more unattractive and difficult to bear because

of the bubbling activity of the new and exciting people about you very anxious and even thrilled to make your acquaintance.

Yes, without a doubt, a Mexican boarding-house with a compelling Spanish-speaking atmosphere would be an ideal situation for the learning of Spanish, but may I add that it is not easy to find such a place. I have friends who have lived in so-called boarding-houses which were operated by people who knew English and catered just to tourists and their comforts. To be sure, when inquiries were made, the landlady assured them that only Spanish would be spoken, but when a group of Yankees live together, they invariably revert to their native tongue.

The Girl from Kansas

To illustrate, my friend's roommate proved to be an attractive girl from Kansas with a very elementary knowledge of the language of Cervantes; she certainly didn't blurt out the recital of her interesting experiences in halting, stammering and inadequate Spanish. The two girls living next door were from New York and although vivacious and most enthusiastic about this picturesque country and its quaint customs, they were not, in the least, of a studious nature. Spanish was just too difficult for them and besides they belonged to the strictly all-American type that feels self-conscious speaking a foreign language. The rule that Spanish was to be spoken was never enforced. How could it have been? The "duenna" was anxious to please her boarders and wasn't going to go around frown-

ing and shaking her finger when she heard English.

Is there then no chance for a really serious student of Spanish? Yes, there is, but he must be a hardy and brave soul who can do without some of the comforts of life for at least a while for the sake of learning.

Learning Spanish

When I am asked to recommend certain Mexican boarding houses, one in particular, I hesitate, look at my inquisitor while a sudden wave of memories crowd in upon me. I shake my head and mumble some excuse, it's no use, it would take too long to explain, and then I wonder whether I would be understood. Impatiently I am reminded by my friend who wants to live in a purely Mexican atmosphere, of my attractive statement that no English was spoken there because no one knew any.

Undoubtedly that would be the ideal setup for learning a foreign language, but I wonder whether most Americans are willing to pay the price of discomfort and privation which must be endured to speak just Spanish.

You are asking yourselves, "How bad is it?" Seasoned travelers who have been abroad and returning veterans from the European war who have lived in spacious old mansions are sympathetic and understanding about the lack of certain accommodations which are considered a necessity by the average American.

The Mexican boarding-house where I lived for 12 weeks is located in one of the best residential districts of Mexico City. Within a radius of a half-mile around it are several foreign embassies, including our own, "la embajada de los Estados Unidos" as it was called. The 500-room Hotel Geneve, one of the most widely-advertised places for tourists, is three blocks away in one direction. In the opposite one is located the celebrated Washington Square dominated by the straight, stalwart figure of George in stone, extending a welcoming hand to his fellow countrymen.

THE house itself was a stately three-storyed mansion protected by a massive black iron door, so heavy it was that all my weight against it was necessary to swing it shut, and even then I didn't succeed in

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famous Empire Builder stops at both rail entrances to the Park. All Glacier Park stop-off tours include sight-seeing motor coach trip over America's most scenic, spectacular mountain highway—Going-to-the-Sun—across the Continental Divide at Logan Pass near beautiful Heaven's Peak. Don't miss the pleasure of seeing Glorious Glacier—high spot of any summer trip.



Chalets on shore of beautiful Two Medicine Lake visited during one-day tour of Glorious Glacier.

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Enjoy an extra day's memorable mountain sight-seeing which takes you to Many Glacier Hotel, overlooking Swiftcurrent Lake. Tour includes two nights' hotel lodging, seven meals, bus and launch* transportation.

Including tax, but exclusive of
rail transportation

\$32²²



Picturesque Many Glacier Hotel where you spend one night on the two-day tour of Glorious Glacier.



Prince of Wales Hotel in Waterton Lakes Park in Canadian Rockies is a feature of the three-day tour.

1-Day Tour

Enjoy launch excursion on Two Medicine Lake and motor coach ride over the Continental Divide. Tour includes one night's hotel lodging, four meals, bus and launch* transportation.

\$21²⁶

Including tax, but exclusive of
rail transportation

3-Day Tour

In addition to two days in Glorious Glacier, this tour gives you a day in Canadian Rockies just across the border. Tour includes three nights' hotel lodging, ten meals, bus and launch* transportation. Longer stays can be arranged.

\$47⁸¹

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rail transportation

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679 Market Street, San Francisco 5, California

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*Launch transportation on Two Medicine Lake only

closing it. The lock it bore was a complicated mechanical contraption of the type which is seen on old chests. Beside it was a key consumer. Unless a key was made of the toughest metal, its life was very short when inserted in that keyhole because one would twist and turn frantically and long in all directions without success until the key would assume an odd twisted figure and then snap quietly in two while the enormous lock and handle still refused one admittance.

That lock, with intentional malice, it seemed, would be most stubborn depending on the lateness of the hour. Or perhaps the dear old thing couldn't become accustomed to these new, impossible, unheard-of habits; imagine a person wishing to be let in after ten o'clock in the evening. No one, according to the lock's reflex actions conditioned by years of experience, should need to use a key, anyway; the maid always opened the door from the inside and permitted the entry of household members at the very latest, eleven o'clock. Consequently, we moderns had to reconcile ourselves to getting in early or be faced with that black, unyielding hulk of iron which chewed up all those useless keys.

One evening, Berta, my Venezuelan friend, and I returned home a little past midnight after attending Avila Camacho's Social Security Conference in the Palacio de

Bellas Artes. Her key was optimistically inserted and we began turning and twisting it, raising it upwards as well as pushing it downwards, but to no avail. Fifteen minutes of struggle caused the upper part of the key to be severed from the lower while we were still shivering in the very chilly night air. After that followed another long session with the doorbell, which rang too faintly to awaken the sound-sleeping servants.

A Beautiful Home

But let us enter and take a look at the rest of this beautiful home with its air of past grandeur. On the other side of the impressive portal was a long courtyard containing two stairway entrances, the front one led to the parlor and the rear one to the kitchen. At the top of the divided smooth steps of porphyritic rock was a large white hardwood French door with panels of stained glass.

Two reminders of former wealth were evident in the small sitting room of an elegantly shabby appearance; they were the two-toned inlaid hardwood floor, which is still a work of art and the graceful white circular staircase winding its way upward to another small parlor.

Downstairs a beautiful French door of frosted glass led into a spacious dining-

room whose tinkling chandelier impresses even the most casual observer.

Another feature of the house was a long balcony on the second story along the side into which several bedrooms opened. This picturesque arcade had a tile floor and a decorative black iron railing, the design of which seemed to form perfect flower-pot-holders for the plants and flowers adorning the balcony. The three bathrooms were made entirely of tile in odd old-fashioned designs of black and white.

Any visitor would be favorably impressed by the evidences of former luxury in this lovely home; it was only by actually living there that the physical discomforts made themselves felt. If one isn't too squeamish and has a sense of humor, living in such a place is a real adventure, but very germ and bug conscious individuals would find it difficult to adjust themselves.

Let's describe first the brighter side of the picture; the boarders included 20 charming fellows and girls attending the National University and representing the upper middle class of Mexican society. Usually just boys live at these boarding houses, but the war had wrought a change this past summer in that a family with four daughters, personal friends of the landlady, were permitted to live there, a Venezuelan office girl on vacation and myself, besides about 15 fellows between the ages of 16 and 25.

Well-bred, clean, wholesome individuals, full of fun and good humor, they gave the house a most cheery atmosphere. They didn't seem to know any English, the little bit they had studied in school allowed them to say a few disconnected words, which they mumbled shamefacedly while apologizing in Spanish for their incoherency.

The geniality and the friendliness of these fellow-boarders is unbelievable unless one has experienced it. The Mexican naturally seems to like the American despite rumors to the contrary. He regards his neighbor as a superior being with many social and economic advantages in which he would like to share. He thinks of the United States as one does of a distant land, full of riches where wealth, ease, and comfort are every man's lot.

A Sweet Maid

Hours were spent in the evenings and during meal-time in pleasant companionship always in Spanish. The only complaints an American could have were in relation to physical accommodations. The bed was hard and the room at first was not free from mosquitoes. Great efforts were immediately made to eradicate such unwelcome intruders. The mattress was replaced with a brand-new one which looked bright and clean even though it didn't feel one whit softer. The sweet little maid who did my room listened

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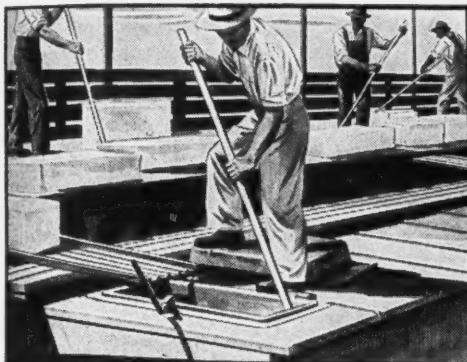
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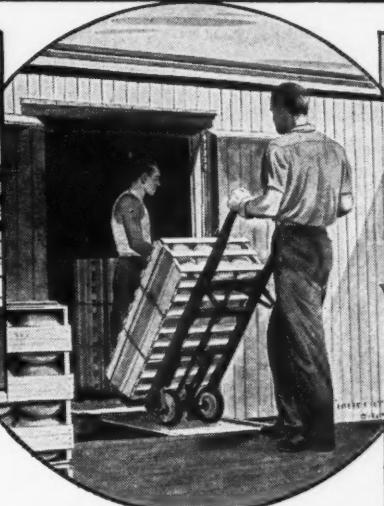


**MY JOB IS TO KNOW WHERE YOUR
NEXT MEAL IS COMING FROM!**

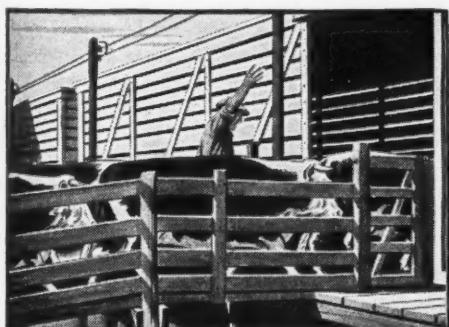
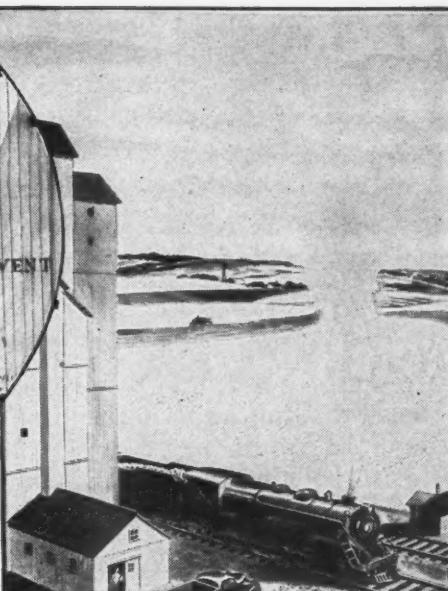
As a railroad yardmaster, I know what's in each freight car that moves through my yard, where it came from, and where it's going. And when I sit down to dinner, I can tell my wife a pretty dramatic story about our meal—about the thousands of miles the food we're eating has traveled by railroad to reach our table. For instance—



"The fresh vegetables we like for dinner are carried, I figure, an average of more than 1,500 miles by railroad, depending on season, etc., before they reach our table. They're kept fresh in refrigerator cars like this one."



"The fresh fruits we eat travel even farther by rail, averaging around 2,000 miles from loading platform to local fruit market."



"Our fresh meat probably travels 1,500 miles by railroad—from its first trainride to its last round-up in our kitchen."

"Yes, the railroads give the *farmer* a nation-wide market—and enable the *consumer* to enjoy the wide variety of food produced throughout the land. Further evidence that...



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to my complaints in Spanish with stoic patience.

THE food wasn't bad, at least I never became sick nor "got the bugs," our colloquial expression for dysentery, the common Mexican ailment suffered by young and old alike, especially tourists.

In the morning we were given a plate of oatmeal, a fried egg with half a roll and boiled milk with coffee extract. The egg and hot drink were all I usually ate. The oatmeal just wasn't very palatable because

it didn't look appetizing. Being of a very inferior grade, it was full of brown specks and seed-like bits of matter which resembled — well, anyway, it seems that nearly everybody eats the unrefined oats down there; our kind costs an exorbitant amount and is eaten only by the wealthiest people or served in expensive restaurants catering to American trade.

By the way, the sugar also has this unrefined look, being coarse-grained and rusty-white in color.

La Comida

"La comida," or dinner as we call it, is served at two in the afternoon and is the real meal of the day. Berta and I were served with our soup, meat, and vegetables and a hard roll, while the Mexicans all received each 3 or 4 hot tortillas. The fact that we were foreigners made the kitchen staff think that we would not like the tortillas, but I soon corrected that misconception, because each day I would insistently request the delicious corn pancakes.

I would place my meat, boiled, stewed or fried, whatever the case might be that day, covered with unrefined rice or vegetables, on the tortilla, roll it up, and eat it as a turnover. This was the only dish I really enjoyed.

Berta decided that she, too, liked this method of consuming tortillas and joined me in asking for a portion of the cakes. One day when my friend was delayed, I absent-mindedly ate my tortillas taco style, all four of them. Later Berta also requested some and was told that the portion I had eaten was intended for the both of us. I still recall the feeling of embarrassment which swept over me and the amused glances of the servant girl and nearby diners who had overheard.

The above-mentioned inconveniences are negligible when compared with the bathroom problem! If I hesitated before recommending a Mexican boarding house, the real thing, of course, not an imitation—one run for American tourists, it would be because of bathing facilities. In my room a neat little sign penned in the landlady's best handwriting clearly stated that hot water for the taking of baths would be available thrice weekly on certain mornings and if one should request warm water at any other time a charge would have to be made.

Technically the sign was correct, but practically it nearly always meant bathing in cold water. There being no gas in the house, the water was heated by an old-fashioned furnace which burned wood. Since the latter commodity was scarce and costly, only about enough water for two baths was heated in the early morning. I never seemed to be one of the two lucky persons.

Every impossible situation has its brighter moments, however. It so happened that our amiable but thrifty landlady went south to Acapulco for a week's vacation, and you can imagine how many rules were broken.

We all reveled in daily hot baths, the water being warm for several hours each morning. I think we must have used up a month's supply of wood that week and I fear that our extravagance did not go unnoticed because the morning following her return, Madame's loud, scolding voice floated up to my room above the kitchen as she remonstrated with the servants.

Another liberty we indulged in during her absence was to make special dishes which required extra food and fuel. Charcoal was burned in great quantities to make savory concoctions for which we furnished the ingredients. One of the girls made a piquant omelette with a special kind of sausage and spices which was truly delicious. If it had only been a question of hot water, the situation might not have been too tragic, but because of water shortage in Mexico City, all water was shut off completely at one in the afternoon and not turned on again until seven the next morning.

This situation existed in all boarding houses and residences; the hotels were permitted running water all day. Every noon-day each bathtub was filled to care for the water needs of the boarders.

BEFORE bringing this short description to a close, let me say that although upon occasions I wasn't as comfortable as possible, I was not sick for a single day. I even remained in better health than my friends who stayed at the best hotels and ate in the swankiest restaurants. My room was never locked for the entire length of my stay and nothing was ever taken or touched in it.

Despite its reluctance to accept night life outside of the home, Mexican society has more than its share of parties and fiestas within the family of boarders. During my stay on Havre street several enjoyable celebrations were held to commemorate a person's Saint's Day or a very special church holiday. Although a birthday is also an occasion for festivity, the Saint's Day, meaning the feast day on the church calendar dedicated to the Saint the person is named after, is considered a "must" for a party.

If you are willing to eat the minimum of food and if you are willing to forget some of the comforts of home for the sake of having a real opportunity to learn Spanish, then by all means live in a Mexican boarding-house and become acquainted with real people genuinely friendly and anxious to love and understand their North American neighbors.

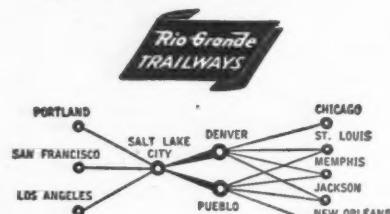


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1946

LAKE TITICACA

BOLIVIA AND PERU ORGANIZE JOINT EDUCATIONAL PROGRAM
FOR LAKE TITICACA BASIN

*Lloyd H. Hughes, Education Officer, Inter-American Educational Foundation,
Washington, D. C.*

RECENTLY the Ministries of Education of Bolivia and Peru have taken cooperative steps to organize a unified education system for the Lake Titicaca Basin, which is a distinct cultural entity and straddles the border of the two countries.

This situation called for a unified education program, for it could not be expected that the two countries, left to their respective views of the kind of educational program needed, would organize the same kind of program or develop the same kind of curriculum.

Through the efforts of Ernest E. Maes, Special Representative of the Inter-American Educational Foundation in Bolivia, the two governments became convinced of the necessity of cooperative action and took steps to develop a unified rural education program for the entire basin of the lake.

The first step in this direction was a conference in Arequipa, Peru, October 26 to November 1, 1945, attended by Dr. Luis E. Valcarcel, Minister of Education of Peru; Major Jorge Calero, Minister of Education of Bolivia; J. Graham Sullivan, Representative of the Inter-American Educational Foundation in Peru; and Ernest Maes.

At this meeting it was agreed that a cooperative rural education program for the Lake Titicaca area was feasible, and the two ministers signed a convention providing for the establishment of such a program. In order to put this convention into effect and to develop a curriculum for the schools of the area a second conference of rural teachers of the two countries was held in Huarisata, Bolivia, December 19 to 24, 1945.

At the conference in Huarisata it was agreed to adopt the Bolivian nucleos escolares campesinos as the type of rural school for the Lake Titicaca Basin, because it was thought to be better adapted to the social and geographic conditions of the region than any other type of school. The nucleos escolares campesinos consist of a large central school and a number of smaller affiliated schools in the surrounding district.

In the central schools, the children are taught trades, scientific farming, and to read and write in their native tongue and in Spanish. In the outlying schools an effort is made to relate education to community needs and to raise local standards of living. Through this system of organization, a relatively small number of supervisors working out of the central schools are able to give technical instruction and supervision to all rural teachers.

It was also agreed that instruction should begin in the native language of the students, but with the proviso that the process of

castellanization should begin immediately and that instruction should be given entirely in Spanish as soon as the students have mastered that language. The preparation of common textbooks in reading, agriculture, and health was recommended, as well as a tax on absentee landlords to increase the funds available for rural education.

A COMPLETE curriculum including objectives, activities, and subjects of study was also prepared.

Trains to Mexico City

Better Railroad Travel To Mexico

TRAIN trips from California to Mexico City, via Southern Pacific and National Railways of Mexico, are shortened almost 12 hours, with convenient connections at Los Angeles or El Paso.

Leaving San Francisco on the Owl or Coaster at 5:30 and 7 p.m., and arriving Los Angeles at 8:15 or 8 a.m. respectively, the first morning, close connection is now made with the Sunset Limited that leaves Los Angeles at 8:30 a.m., and arrives El Paso at 9:40 a.m., the second morning.

The National Railways of Mexico Train No. 8, on a new and faster schedule, leaves El Paso at 2:20 p.m., and reaches Mexico City at 12:55 p.m., the fourth noon.

The train-time required for the trip averages 88 hours, as compared with about 99 hours under former schedules.

Gracier National Park

SUMMER tourist facilities in Glacier National Park will open June 15 for the first time since 1942, when wartime transportation conditions necessitated closing of hotels and chalets in the Montana mountain vacationland.

Entrance, many Glacier and Lake McDonald hotels and three of Glacier's picturesque chalets will afford accommodations for the season ending September 15, said A. J. Dickinson, Passenger Traffic Manager of Great Northern Railway, which serves the nation's second largest national park.

Great Northern's transcontinental Empire Builder provides daily service to Glacier Park's two rail-entrances during the season. The train will be operated in two sections, affording vacationers by train coach, tourist and first-class accommodations.

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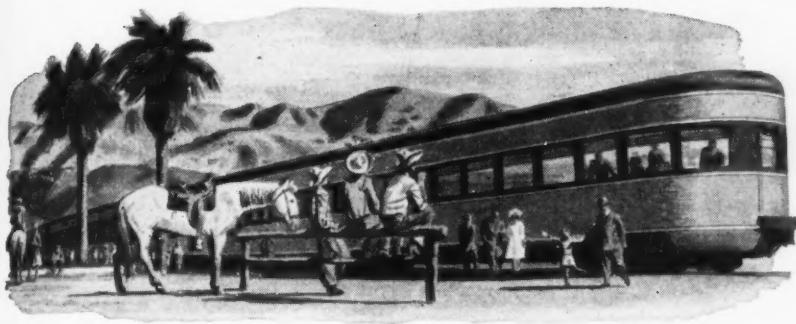
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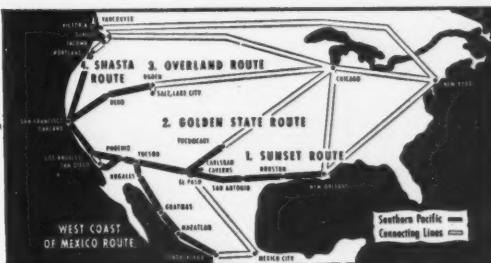
No extra fare for this new, fast, daily Golden State Route schedule (Southern Pacific-Rock Island) through Southern Arizona, New Mexico, the Mexican Border country and El Paso (Carlsbad Caverns National Park). The *Golden State Limited* has some streamlined Pullmans now. More will be added as fast as received from builders. *Californian*, *Golden State* Route economy train, faster, too.



Cascade, luxurious Shasta Route train between Portland and San Francisco, makes the run in 18½ hours, over the rugged Cascade Mountains, past Mt. Shasta and the lake behind mighty Shasta Dam, and Lassen Volcanic National Park. (Connects with northern U. S. and Canadian lines.) No extra fare.

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Fastest train time in history between Los Angeles and the Creole City—Southern Pacific all the way. Travel the romantic Sunset Route through Southern Arizona, El Paso (Carlsbad Caverns National Park), San Antonio, Houston and the Old South. No extra fare.



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(Political Advertisement)

Keep a Public School Man as State SUPERINTENDENT OF PUBLIC INSTRUCTION



On June 4, this year, the people of California, voting at the State Primary election, will elect a State Superintendent of Public Instruction. Nothing of greater importance to California will appear on the ballot. For a real issue is involved—one of deep significance to public education in California. By their votes the people will decide whether the Superintendent of Public Instruction should or should not be a man trained and experienced in the administration of public schools. Roy E. Simpson, incumbent, is a candidate for election. He was appointed to the non-partisan office last November after a long and successful career as teacher and administrator in the public schools of California. He is the only candidate so qualified. Every teacher and every citizen interested in the welfare of education in California should assist in the statewide non-partisan movement for his election on June 4. Because—

ROY E. SIMPSON IS QUALIFIED

Roy E. Simpson was born in California—at Santa Rosa—and is himself a product of California schools. He studied at the University of California, attended Pomona College, and received his Master's Degree at Claremont College.

His first teaching position was at Anderson, where he taught social studies in high school. During World War I he enlisted and served on special assignment at Washington, D.C., being honorably discharged with the rank of sergeant. He returned to Anderson and was shortly made principal of the high school.

In 1927 he was made principal of the Emerson Junior High School at Pomona, a position which he held for six years. He left this post to become superintendent of schools at Gilroy, Santa Clara County. In 1937 he was selected as superintendent of schools of Santa Cruz, a position which he held for three years.

In 1941, Mr. Simpson was chosen as superintendent of the

schools in that city—a position which he held with distinction until appointed last November to the office of State Superintendent of Public Instruction.

Throughout his entire career Mr. Simpson has steadily advanced professionally. Always he has been interested and active in school affairs throughout the State. He has served as a member of the State Council of Education, as a director of California Teachers Association, Southern Section, and as president of the California Association of Public School Superintendents. He is 52 years old, is married and has three sons, two of whom served in World War II.

Roy E. Simpson knows California school administration from the kindergarten up. He is qualified by training, philosophy and by outstanding administrative ability for the important position which he holds and to which—by all means—he should be elected on June 4.

YOU CAN HELP

Voters in all parts of California will be seeking the advice of teachers before they vote for a candidate to head the schools of the State. You can help. Tell your family. Tell the men and women with whom you trade—the landlord, the postman, the grocer, the filling station operator—all the others. Tell your friends. Buy 50 postcards. Write to friends and acquaintances urging them to vote for Roy E. Simpson. Yes indeed, you can help—and you will, of course.

ELECT ROY E. SIMPSON STATE SUPERINTENDENT

Non-Partisan Committee To Elect Roy E. Simpson

Sierra EDUCATIONAL NEWS

WALTER T. HELMS, President
 ROY W. CLOUD, State Executive Secretary
 VAUGHAN MacCAUGHEY, Editor

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MAY 1946

NUMBER 5

CTA ANNUAL MEETING

Roy W. Cloud

THE forthcoming June issue of this magazine will contain, as is customary, a comprehensive digest of the Annual Meeting of California Teachers Association State Council of Education, held April 13 at Palace Hotel, San Francisco.

Report is made now only on a few of the items of major importance. Among the many matters which received consideration and favorable action, the two outstanding ones were,—(1) the Constitutional Amendment to increase substantially State Aid to Public Education, and guarantee a minimum salary of \$2400 per year to every full-time teacher; (2) the expanded program of CTA services, based on increased dues.

Several changes took place in the personnel of the State Board of Directors. John F. Brady of San Francisco, who has served so faithfully and efficiently since 1939 as President of the Association, decided not to continue as President. Walter T. Helms of Richmond, for the past years Vice-President and also prominent as Chairman of the Legislative Committee, has accepted the Presidency. Leland M. Pryor of Pasadena became Vice-President, succeeding Mr. Helms. Mary Virginia Morris of Los Angeles, who served as a Director some years ago, was returned to the Board. Vera Hawkins of San Diego, who is President of CTA Southern Section, was elected to the Board.

Please be sure to read the opposite page concerning Mr. Simpson. Emphasizing the importance of "keeping a trained administrator of public schools" in the office of Superintendent of Public Instruction, the California Council of Education unani-

mously endorsed the candidacy of State Superintendent Roy E. Simpson.

A veteran of World War I, Mr. Simpson has given swift execution of legislation to facilitate the education of returning veterans.

Already several contracts for temporary housing of veterans at State Colleges have been signed, so that the housing shortage would not force veterans to postpone the education to which they are entitled under the GI bill of rights. Enrollment this year at the State Colleges, according to Mr. Simpson, is more than three times as large as was anticipated. Military buildings and trailers are being used for temporary housing.

Meantime Mr. Simpson is moving actively to carry out the Legislature's plan for permanent dormitories at the State Colleges. The Legislature provided \$4,000,000 for this purpose. Upon Mr. Simpson's recommendation, the State Board of Education has authorized issuance of approximately \$4,000,000 in revenue bonds. Outlay therefore for permanent housing at the State Colleges, so essential in the movement to induce young men and women to train for the teaching profession, will be in the neighborhood of \$8,000,000.

In connection with the heavy enrollment in elementary schools and the certainty that the enrollment will continue to increase, Mr. Simpson is using his leadership to bring about legislation which would provide State Aid to assist districts which are financially unable to pay for new schools. With an anticipated doubling of elementary school enrollment in the next few years Mr. Simpson believes the time to prepare for it is now.

Walter T. Helms of Richmond; President of California Teachers Association



Association Sponsors Initiative For Constitutional Amendment

In accordance with the unanimous action by the California Council of Education at its annual meeting, April 13, California Teachers Association is sponsoring an initiative for a Constitutional Amendment to be voted upon at the general election November 5, 1946. The Amendment, in many ways, will be the most important educational proposal ever to appear on a ballot in California. It provides:

- 1 — A Minimum Salary of \$2400 a year for teachers.
- 2 — State aid to Kindergartens as part of the elementary school system.
- 3 — State support of education on the basis of \$120 per year per pupil in average daily attendance from the Kindergarten through the Junior College.
- 4 — A minimum apportionment of not less

than \$90 per pupil for all school districts, with no district receiving less than \$2400 a year. For apportionment by the Legislature of the money represented by the difference between the minimum guarantee of \$90 per pupil which all school districts will receive and the \$120 per pupil called for in the Amendment.

- 5 — For California's traditional Constitutional guarantee, giving public education first call upon all revenues of the State.

Meets Critical Needs of Schools

Actual drafting of the proposed Amendment was preceded by long and painstaking study on the part of the State Committee on Financing Public Education, of which Frank M. Wright of El Monte is chairman, and also by sub-committees. The Amendment is the product of full debate, intelligent compromise and universal determination to meet the critical needs of public education in California. The proposed minimum salary of \$2400 is \$600 more than the present statutory minimum of \$1800. Guaranteed in the Constitution, the minimum salary could not be reduced except by a vote of the people. It could be raised, however, by the Legislature. The passage of the Amendment would mean a justified increase of several hundred dollars a year for teachers throughout the State. This increase is basically important in the effort to induce young men and women to enter the teaching profession, so that schools will be adequately staffed and heavy teacher-loads reduced, despite increased enrollments. The Amendment defines public schools as kindergarten schools, elementary schools, secondary schools, technical schools, and State colleges, as established by law. Kindergartens are brought into the list of levels receiving State support, a long-desired objective. Adult classes and continuation high schools, it should be noted, are already part of the secondary school system.

State support on a basis of \$120 per pupil, from Kindergarten through Junior College, will benefit

all levels of the public school system. State support at present provides nothing for kindergartens, \$80 per pupil for elementary schools, and \$90 per pupil for high schools and junior colleges. The Amendment guarantees that no school district shall receive less than \$90 per year per pupil — this minimum being guaranteed for all levels from the kindergarten through junior college. It also provides that no district shall receive less than \$2400 a year from State funds, regardless of a.d.a.

The \$120 guarantee of State support and the \$90 minimum should not be confused. The \$120 guarantee is what the State would provide on a Statewide per pupil basis. The \$90 per pupil is the minimum which each school district would be certain to receive.

On the basis of present enrollment approximately \$30,000,000 a year would remain for apportionment by the Legislature, after the allocation of the \$90 per pupil minimum guarantee to all districts. The Legislature would apportion this remainder as follows:

1. For equalization;
2. To finance supervision by county superintendents, as already provided by law;
3. To maintain the unapportioned funds of county superintendents;
4. To pay the excess costs of educating physically-handicapped children.

Equalization would be of two types—1, as among elementary schools, high schools and junior colleges; and 2, as among school districts on the basis of local tax resources.

Equalization means raising the money where the wealth is and spending it where the children are.

And Now--Your Part in a Big Job

The decision of the State Council of Education to sponsor the initiative for increased State support for public education in California was made with full realization of the size of the task necessary to win approval of the proposal at the polls. It is a big job. It will cost a lot of money. It must be done in large part by the teachers who likewise must provide the campaign funds. Petitions to qualify the initiative for a place on the ballot must be circulated to secure not less than 200,000 valid signatures. The petitions and the instructions for their circulation are being prepared for Statewide distribution. Meantime, all teachers are being, or immediately will be, solicited for contributions to the campaign funds necessary to inform the voters of the critical needs of California's schools. The response to this solicitation should be generous and early. Plans for the campaign cannot be finally approved until the State Committee knows how much money will be available. The Committee must know by June 1. Now as to the campaign itself. There are more than 3,500,000 voters in California. They must be made thoroughly acquainted with the needs of their public schools and how the proposed Amendment will meet those needs.

The voters must be made fully conscious of the dire consequences to education if, in a few years when the enrollment in the elementary schools has doubled, there are not enough teachers to staff the schools.

Every citizen must be convinced that a guaranteed minimum salary of \$200 a month for teachers is essential, if young men and women are to be attracted into the profession in numbers sufficient to teach the public school children of California. They must be made aware of the need for equalization and of the fact that under the proposed Amendment a substantial sum will be available

Another important provision of the Amendment requires the County Board of Supervisors to fix tax rates to provide the budgets set by governing boards of school districts.

Other proposals in the Amendment are technical in character.

for this purpose. To carry these messages to the electorate every channel of communication must be used—printed literature, advertising of various types, newspaper publicity, radio, public speaking, postcards, broadsides.

Endorsements from all types of civic, fraternal and the lay organizations must be secured. A campaign of personal contacts must be organized. Again, again and again the message of the public schools must be repeated until every California voter is conscious of its import.

With adequate finance all this can and will be done. The campaign will be professionally directed under the supervision of a State Committee.

Public education in California is dangerously near collapse.

On the basis of present financing, even existing standards and facilities cannot be properly maintained. School after school is suffering right now from woefully inadequate funds. District after district has been required to exceed its maximum tax rate. Classroom after classroom is grievously overcrowded. As enrollment soars these conditions will become worse. Our schools—and this the people must know—our schools will go forward or backward, depending upon the decision made November 5. They must not go back. As teachers, it is our duty to do all in our power to impress this stark reality upon the minds of the voters of California.

As teachers, this is our amendment. This is our program to protect and advance the welfare of the boys and girls of California.

United in energy and generous in response to the calls made upon us—we cannot, and will not fail.

All Together Will Do It Again!

STATE AID TO SCHOOLS

SYNOPSIS OF THE HISTORY OF MINIMUM SALARIES FOR
CALIFORNIA TEACHERS

Roy W. Cloud

AT the annual meeting of the State Council of Education April 13, 1946, a proposal of unusual importance was adopted. As outlined on Pages 14, 15 of this issue, this important step involves the circulation of initiative petitions to place a proposed Constitutional Amendment before the voters of California at the November 1946 general election.

This Constitutional Amendment provides for an increase of approximately 40% in the appropriations which the State shall make for public education.

The Inheritance Tax

Among the chief sources of revenue used in State support for many years were the inheritance and poll taxes. In 1911, with the adoption of Amendment No. 1 to the Constitution, the poll tax was discontinued and the inheritance tax ceased to be given in its entirety to the schools. In lieu thereof of \$250,000 was appropriated annually as a source of school support. In addition to the in lieu fund of \$250,000, the interest on the State School Fund, which had accumulated throughout the years from the sale of government lands, was also used for State appropriations for the public schools. Most of the remainder of the State School Fund came from ad valorem taxes on real and personal property within the various counties.

Utility Tax

In 1911, by the adoption of Amendment No. 1, the funds with which to maintain the State government ceased to be levied upon the real and personal property of the counties. Instead, a gross income tax was levied upon public utilities of all kinds which operated within the State.

Amendment 16

In 1919, California Teachers Association decided to ask for a direct allocation of sufficient State funds to adequately support the public school system. Accordingly, Constitutional Amendment No. 16 was prepared,

presented to the people, and passed by a majority of approximately 300,000 votes. This amendment provided that the State should contribute \$30 per pupil for each unit in average daily attendance in the elementary and secondary schools.

In addition to the State fund, each county in California was required to levy a county tax which would match the State fund and provide at least \$30 per pupil in the elementary schools within the county and not less than \$60 for every pupil in the secondary schools.

Thus the State and county together guaranteed a fund of not less than \$60 per pupil in a.d.a. for the elementary schools and not less than \$90 per pupil in the secondary schools. In addition to these appropriations, district funds could be raised by tax levies, according to the budgets of the school trustees, with tax rates fixed by the boards of supervisors to raise the funds specified in the budgets.

Riley-Stewart Amendment

In 1933, an amendment to the Constitution, known as the Riley-Stewart Amendment, was adopted by the people at a special election. By the terms of the Riley-Stewart Amendment all of the amounts which had previously been raised by the counties for school purposes were assumed by the State and the State discontinued the levying of the gross income tax upon the utilities and public carriers.

The properties of the utilities and transportation companies were then placed back upon the assessment rolls of the various counties of the State. As replacement taxes for the utilities and transportation taxes the State, through legislative enactment, adopted the sales tax and the personal income tax. This system of revenue proved to be fruitful and produced a much larger income for the State than it had previously received.

Amendment 9

In 1944, California Teachers Asso-

ciation placed before the people by the method of the initiative, Amendment No. 9. This initiative, which was adopted by a majority of more than 700,000, increased the amount of State support for elementary schools from \$60 to \$80 per pupil. In allocating this fund the Legislature provided for direct allocation of not less than \$70 per pupil in a.d.a. to each county. The balance of the fund was used to equalize the educational opportunities of the children. That is, more funds were apportioned to the poorer districts than to the richer sections of the State.

\$2400 Minimum Salary

CALIFORNIA Teachers Association again has decided to put a Constitutional Amendment before the people. This amendment provides for an allocation of \$120 per pupil in average daily attendance for the kindergartens, elementary schools, high schools, junior colleges and technical schools.

The amendment further provides that not less than \$90 per unit of a.d.a. shall be allocated to each school district and the balance shall be used for other purposes. These other purposes include: 1. equalization; 2. appropriations for the excess cost of educating physically handicapped children; 3. funds for the supervision of instruction by county superintendents; 4. the unapportioned county school funds.

This amendment, if approved by the people, will set up a minimum salary of \$2400 for every full-time teacher in the State.

California Teachers Association was one of the first Associations in the United States to propose a minimum salary for its teachers.

The amount set in the first proposal was \$1320. Next the minimum was increased to \$1500 per year. The next increase, after the passage of No. 9, was \$1800.

The Association now asks for a minimum salary of \$2400.

Everyone interested in public education in California should support this amendment.

TEACHERS SALARIES

TEACHERS SALARIES AND THE COST-OF-LIVING IN CALIFORNIA, 1945-1946

*Elmer H. Staffelbach, Director of Research, California Teachers Association
and Scovel S. Mayo, Co-Author*

MONEY is worth only what it will buy when spent wisely.

Standards of living depend upon the buying-power of incomes. The buying-power of incomes depends, not upon their size alone, but upon prices. Thus salaries and wages must be reckoned in terms of cost-of-living.

This principle is universally recognized. It needs no defense. It is the basis for all legislation relative to prices, and for all agreements concerning wages.

Rise in Cost of Living Since 1940

Conditions brought about by the war have resulted in an inflation of prices, and have thus drastically reduced the buying-power of the dollar. In Table I the Federal Bureau of Labor Statistics gives estimates of changes in the cost-of-living since 1942. In these computations the Bureau of Labor Statistics has assumed that the average 1935-1939 dollar had a buying-power of exactly 100 cents.

Cost-of-living indexes are given for

the principal cities in the United States and for two California cities. Each index shows how many cents would be required at the given date to buy as much as \$1 would buy on the average between 1935 and 1940.

Correction of Bureau of Labor Statistics Indexes of Cost of Living

Certain labor groups have protested that the Bureau of Labor Statistics indexes are too small to show the full rise in prices. Indexes published by the CIO in 1944 were approximately 20 points higher than those of the BLS (Bureau of Labor Statistics). Indexes derived by the American Statistical Association in 1943 were from 3.4 to 5.1 points higher than BLS indexes. And Bureau of Agricultural Economics indexes of the cost-of-living of farmers run about 19 points higher than the BLS indexes.

Table I

Indexes of the Cost of Living of Moderate Income Families in Cities of the United States. (1935-1939 average = 100.) (1)

Month and Year	BLS Index	United States		Los Angeles (2)		Total Index	BLS Index	San Francisco		Total Index
		Add 5 (2) Points	Total Index	BLS Index	Add 5 Points			Index	Points	
1942	116.5	5.0	121.5	123.9	5.0	128.9	124.0	5.0	129.0	
1943	123.6	5.0	128.6	126.6	5.0	131.6	127.5	5.0	132.5	
1944 Jan.	124.2	5.0	129.2	126.3	5.0	131.3	127.6	5.0	132.6	
1945 Jan.	127.1	5.0	132.1	129.2	5.0	134.2	132.0	5.0	137.0	
1945 Sept.	128.9	5.0	133.9	132.0	5.0	137.0	132.6	5.0	137.6	
1945 Oct.	128.9	5.0	133.9	132.3	5.0	137.3	133.0	5.0	138.0	
1945 Nov.	129.3	5.0	134.3	133.0	5.0	138.0	134.4	5.0	139.4	
1945 Dec.	129.9	5.0	134.9	133.7	5.0	138.7	135.8	5.0	140.8	
1946 Mar. (Est.)	130.9	5.0	135.9	135.4	5.0	140.4	139.0	5.0	144.0	
1946 Dec. (Est.)	140.9	5.0	145.9	145.4	5.0	150.4	149.0	5.0	154.0	

(1) Note: Figures are those of the Federal Bureau of Labor Statistics.

(2) Note: The October 30th amendment to the President's Executive Order of August 18, 1945, estimated the rise in cost-of-living between January, 1941, and September, 1945, as 133. This contained a 5-point allowance for additional factors not completely measured by the Bureau of Labor Statistics indexes, such as quality deterioration, disappearance of lower priced merchandise, and a greater increase in living costs in small cities than in large cities. The 5 points are added to each BLS index to give the "total index."

Labor's criticism of the BLS indexes received some recognition when, on October 30, 1945, President Truman issued an amendment to his Executive Order of August 18, in which it was estimated that the increase in the cost-of-living between January 1941, and August 1945, was 33%. This figure is somewhat more than 5 points higher than the BLS index for the same period. Five points of this increase were attributed to factors not completely measured by BLS indexes, as indicated in a footnote to Table I above. These 5 points have been added to the BLS indexes in Table I to make a "total index" which probably constitutes a fairly conservative measure of the actual rise of cost-of-living in the cities concerned on each date represented in the above table.

According to this "total index" as shown in Table I, costs-of-living in December 1945, were 38.7% higher in Los Angeles, and 40.8% higher in San Francisco, than in the pre-war period. On the basis of the trends from September 1945 to December 1945, changes in the cost of living since last December are estimated as shown opposite the date, March 1946. These estimated indexes for March 1946 are, for Los Angeles, 140.4, and for San Francisco, 144.0.

Continued Upward Trend in Cost of Living Expected

RECENT government approval of wage increases in industry will result in strong upward pressure of prices. Industrial wage-earners are encouraged to demand increases of 18% above the August 1945 wage level. It is widely predicted that a 10-point increase in cost-of-living indexes will be in effect by December of this year. This prediction, if it is realized, will bring the index in Los Angeles to 150.4, and that in San Francisco to 154.0 as shown opposite the date December 1946, in Table I.

How Industrial Workers Are Meeting the Situation

It should be pointed out that the rise in cost-of-living has been accompanied by increases in taxes, so that the worker's take-home" pay is considerably less than his nominal wages. To offset the factors of rising costs and deductions for social security, income and victory taxes, industrial workers have asked and received substantial increases in wages. Percentage increases in weekly earnings of all factory workers to October 1945 are shown in Table II.

Summary Concerning Wage and Cost-of-Living Trends

There is little need to pile up figures in support of facts which are already well-known. The cost-of-living in California cities, conservatively estimated, are now 40% above the pre-war level. Bureau of Agricultural Economics estimates indicate that the costs-of-living in rural areas are considerably higher—perhaps as much as 20 points higher—than in metropolitan areas.

Conservative estimates show that by the end of the current year, 1946, cost-of-living indexes for California

Table II

Percentage Increases in Weekly Earnings of Factory Workers in the United States from 1939 to 1945. (January 1939 = 100.)

January 1939	— 100.0
January 1940	— 105.9
January 1941	— 114.9
January 1942	— 144.0
January 1943	— 175.1
January 1944	— 195.3
October 1945	— 176.9*

* Note: The reduction in percentage shown for October 1945 is due largely to less overtime pay and fewer hours per week. The 18% increase granted under the latest wage formula will bring the take-home pay of these factory workers approximately up to that which they received in January 1945, when they worked longer hours and drew more overtime wages. Derived from figures presented in the Monthly Labor Review for January 1946, p. 117.

cities will increase another 10 points, to at least 150.

Industrial wages have increased somewhat faster than costs-of-living. In 1945 wages per hour in California manufacturing industries were 68% higher than in 1939. Weekly wages in the same industries in 1946 were 92% higher than in 1939. The most recent labor formula of the federal

Table III

Percentage Increases in Average Hourly Wages in Manufacturing Industries for the State of California — 1939 to 1945. (1939 average equals 100.)

Year	Percentage of the 1939 average hourly wage	Percentage of the 1939 average weekly wage
1939	100.0	100.0
1940	101.9	103.0
1941	114.2	121.9
1942	140.4	161.0
1943	158.2	186.5
1944	167.8	198.6
1945	168.0	192.2*

* Note: As in the Table II, above, a decline in weekly earnings is indicated, due to less overtime. The actual hourly wage is slightly higher in 1945 than in the previous year, as is shown in Col. 1. Derived from figures presented in the California Labor Statistics Bulletin No. 257, Dec. 1945.

government will allow up to 18% increases in hourly wages above the August 1945 level. This will bring the percentage increases in hourly earnings to slightly more than 90% above the 1939 hourly pay level.

Nothing said here is intended to imply that wages of industrial workers have been increased either too rapidly or too much. Social security and tax payments have tended to reduce the actual amount of take-home pay of such workers. The costs-of-living have tended to reduce the buying-power of the money actually taken home. In all probability standards of living among industrial workers have been increased, at least relatively. But the costs of repairing homes and replacing worn-out household furnishing and appliances, when reconversion of industry makes such things available, will be enormous.

Future standards of living on a peace-time basis will depend, for some years at least, upon wages having buying-power well above the normal cost-of-living. This same principle will hold strictly true for teachers as well as for industrial workers. During the war it has been impossible to make many repairs, and to replace many worn-out furnishings and appliances. Such things have been a part of the standard of living of the American people. Normally they would have been procured from month to month as the need arose. The war made this impossible. With reconversion of industries it will again be possible to procure them. But buying-power will be necessary — buying-power well above the normal requirements as revealed in cost-of-living indexes — if pre-war living standards are to be restored and are again to prevail.

Teachers Salaries in California

TABLE IV gives averages of teachers salaries for the year 1939-40, and 1945-46 in certain districts for which such comparable data are available. It will be seen that increases in

salaries averages from 1939-40 to 1945-46 varied from 25% to 46%, the greatest percentage of increase being in elementary school teachers salaries in city and unified districts. The lowest percentage increase was in salaries of junior college teachers. In general, salaries in elementary schools increased more than salaries in high schools and junior colleges, a fact which may be due in part at least to the minimum salary law increase from \$1320 to \$1800. The increase in the amount of State aid to elementary districts (from \$60 to \$80 per child in average daily attendance) in all probability also had its effect upon salaries in elementary schools.

Salaries in elementary schools, except in city and unified districts, have failed to keep pace with increases in the cost-of-living. Salaries in high schools and junior colleges have been still further out of proportion with increases in cost-of-living, though they

have been increased in substantial amounts during the 5-year period.

Average income-tax deductions of unmarried teachers range from approximately \$250 in the elementary school to approximately \$500 in junior colleges. Deductions for married teachers are of course lower, in accordance with the number of dependents. It is apparent, therefore, that the actual buying-power of teachers take-home pay is far below that of 1939-40. Table V gives some interesting estimates of the actual buying-power of the average salaries of teachers shown above in Table IV.

Summary Concerning Teachers Salaries and the Cost-of-Living

THE foregoing figures relating to teachers salaries are based upon a study of average salaries. They clearly reveal that the buying-power of teachers

Table IV

Comparisons of Regular Teachers Salaries 1939-40 and 1945-46 in Various Types of Districts for Which Comparable Data were Made Available by Reports Received.

Type of District	Average Salary 1939-40	Average Salary 1945-46	Ratio of 1945-46 average to 1939-40 average
Elementary school districts with less than 900 pupils in a.d.a. in 17 counties for which comparable data are available	\$1492	\$2025	1.36
Forty-six elementary school districts with more than 900 pupils in a.d.a. which reported comparable data	1551	2112	1.36
Nineteen city and unified districts which reported comparable data. (Elementary school teachers only)	1735	2530	1.46
Sixty-seven union high school districts which reported comparable data	2031	2616	1.28
Fourteen city and unified districts which reported comparable data. (High school teachers only)	2237	2845	1.27
Eleven junior college districts which reported comparable data	2719	3408	1.25

salaries has not been maintained on the pre-war level. Teachers should pay taxes like other people. But the effect of such taxes, particularly the income-tax deductions, is further to reduce the buying-power of teachers salaries.

However, ignoring salary deductions for taxes, it appears that if the actual 1939-40 buying-power of salaries is to be restored and maintained, even to the middle of the next school-year, those salaries will have to be substantially increased. Increases must range, for this purpose, from slightly over \$200 in the case of the elementary

school teacher in city and unified districts, to \$670 in junior colleges. If increases in income-taxes are to be offset, further salary increases of from \$250 to \$500 must be allowed.

The actual salary status of teachers, unfavorable as it is, is not so bad as in their relative position with respect to earnings in other occupations. To hold the same pay position relative to workers in California manufacturing industries, average salaries of teachers would have to be increased by a little more than 90% of their 1939-40 averages. Thus, if teachers salaries on the average in California had been

increased as much in proportion as the average earnings of workers in California manufacturing industries, they would be as shown at the bottom of Table V. Elementary school teachers salaries in the three types of districts would average from \$2834 to \$3296. High school salary averages in the two types of districts would vary from \$3859 to \$4250. Salaries of junior college teachers would average \$5227. These figures are for March 15, 1946.

Shortage of Teacher Supply

The size of salary averages necessary to restore the economic status of

Table V

Estimated Buying Power (True Value) of Average Teachers Salaries Paid in 1945-46; Also Other Estimates Relative to Salaries.

Reducing Factors	Small districts in 17 counties	Elementary districts with over 900 pupils	In city and unified districts (Elem.)	In city and unified districts (H. S.)	In Union High School districts	Junior College districts
Average salaries paid—1945-46	\$2025	\$2112	\$2530	\$2845	\$2616	\$3408
Loss due to depreciation of the dollar	\$578	\$603	\$723	\$813	\$747	\$974
True value of 1935-1939 dollars (1)	\$1447	\$1509	\$1807	\$2032	\$1869	\$2434
Actual average salaries paid in 1939-40	\$1492	\$1551	\$1735	\$2237	\$2031	\$2719
Loss of buying power in 1935-39 dollars	\$45	\$46	\$72 (Gain)	\$205	\$162	\$285
Loss of buying power of the average salary in terms of the March, 1946 dollar (estimated)	\$63	\$64	\$101 (Gain)	\$287	\$227	\$399
Estimated loss in buying power of the average salary as of Dec. 31, 1946, (in Dec. 1946 dollars)	\$212	\$219	\$72	\$510	\$430	\$670
Estimated amount of money needed to give Dec. 1946 average salary the same buying power as 1939-40 salary average	\$2237	\$2331	\$2602	\$3356	\$3046	\$4079
Average teachers salaries if increased in proportion to increases in wages per week given employees in California manufacturing industries (2)	\$2834	\$2947	\$3296	\$4250	\$3859	\$5227

(1) Note: Loss due to depreciation of the dollar is figured on the basis of an estimated index for March, 1946, of 140. This is slightly less than the estimated index shown for Los Angeles in Table I, and 4 points under the estimated index for San Francisco for March 1946.

(2) Note: Approximately 15% of the weekly wages in California manufacturing industries were for overtime. Hourly wage increases were about 85% as high as weekly wage increases in 1945. However, the new wage formula will open the way to bring increases in hourly wages up to the approximate percentage of increases in weekly earnings during 1945.

It should in all fairness be pointed out here that California teachers have been carrying a greatly increased load owing to over crowded classrooms, etc., naturally without overtime pay.

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teachers to the prewar relative position may seem a little startling. They might even challenge belief, were it not for the fact that they are amply supported by other facts — facts which are too clear and too definite in their import to be misinterpreted.

One such fact is the declining numbers of available teachers. The classrooms have not been able to compete with industry and business. We have today more than 18,000 individuals with emergency credentials in California. Some of these individuals are working only as substitute teachers and part-time teachers. But thousands of them are teaching full-time in our public schools. Some of these have had both experience and training in other States, though they are not able to meet the requirements for fully credentialed status in California. But many of them have had little or no training or experience. Some of them have had no more than high school education.

These emergency teachers have replaced fully credentialed teachers who were drawn into pursuits more directly connected with the war effort — the armed forces, the shipyards, the factories. With demobilization and reconversion they might be expected to return to teaching. In most cases they would do so if they could earn as much in the profession for which they are trained as they can earn outside the profession. But they are not returning to teaching. And in most cases the reason is the relatively low salaries offered for school work.

The picture becomes still darker when conditions in our teacher-training institutions are examined. In 1940 the colleges and universities of California were selecting the students who gave most promise of becoming successful teachers. Such students were trained in sufficient numbers to meet the gradually increasing needs of the schools.

Today the story is quite different. While the demand for teachers is the

greatest in the State's history, the number of candidates for teaching credentials in our teacher-training institutions has dropped to about $\frac{1}{3}$ of the pre-war number. Selection, except where gross unfitness is apparent, is largely out of the question.

The prospect for the future is a permanent lowering of professional standards, through the recruitment to teaching ranks of practically anybody who is willing to give teaching a trial until something better turns up.

Thus California standards — for a generation among the two or three highest in the nation, and topped by none — are facing the most serious threat in their history. Young men and women will not elect, generally speaking, to spend 4 or 5 years in college getting training for a profession which will pay them but little if any more than — and quite probably not as much as — they can get in other types of work as soon as they leave high school.

Salary Schedules a Necessity

IN subsequent portions of this report are set forth data relative to salaries now scheduled and paid in the various types of districts in this State. Such data are of interest to school administrators and Boards of Trustees. Much can be learned from them, particularly with reference to prevailing practices, and current policies of administration.

However, little can be learned in this critical time from such data that will be helpful in fixing the amounts of salaries. In the prewar period, school districts, in their bidding for teachers, were bidding against each other, or among themselves. What other districts might be paying was, under such circumstances, of considerable importance, since other districts were the chief competitors.

But now the situation has changed. Districts are not bidding so much against each other as they are bidding

against industry and business — against hiring agencies not even remotely connected with education. The bidding they do — the salaries they pay and the salary schedules they administer — will more than anything else influence the future of teaching and teaching standards in this State.

It will not be enough to increase teachers salaries in small dribbles, or even generously in the absence of well-administered schedules. Payments to teachers need to be put on a basis of a permanent policy. There are many desirable provisions which should be included in a salary schedule. But from the economic standpoint, two provisions stand out above all others:

One provision is that teachers salaries should be reckoned with at least some consideration for the time and money the teacher has invested in his education and training.

The other is a provision in the schedule for adjusting salaries in response to changes in the cost-of-living.

Teachers Salaries Compared with Average Incomes in Cities

How do the salaries of California teachers compare with the incomes of the population of the United States generally? The answer to this question is provided in Table VI:

Only on the junior college level, where advanced university degrees are required, does the average salary compare favorably with the average incomes of all families in cities of the entire United States. Though no data are available on the point, it is not improbable that average incomes of families in California are considerably higher than the average in cities of the nation as a whole.

The comparisons in Table VI are sufficient in themselves to explain the exodus of teachers from their classrooms, and the shortage of young people seeking training in our teacher-training institutions.

Higher Salaries for Teachers a Necessity

Adequate salaries wisely administered are the only remedy for the situation. For greatest effectiveness this remedy should have been applied at least two years ago. It is not too late, however, to hope that by prompt action professional standards can be restored and maintained.

For this purpose salaries adequate to restore the relative economic position which teachers occupied in the prewar period, and to offer additional rewards for advanced training, are a necessity. This will mean minimum salaries of \$2400 or more, with maximum salaries in the elementary schools at \$4000. Salaries on the high school and junior college levels will need to be correspondingly higher, with maximum salaries in junior college running up to \$6000.

Table VI

Average Incomes of Families in Cities of the United States in 1944 Compared with Average Salaries of California Teachers by Types, in 1945-46.

Average incomes of families in United States cities 1944*	\$2985
Average incomes of elementary teachers in small elementary school districts.....	\$2025
Average salaries of teachers in larger elementary school districts, 1945-46.....	\$2112
Average elementary school teachers salaries in city and unified districts.....	\$2530
Average teachers salaries in union high school districts.....	\$2616
Average high school teachers salaries in city and unified districts.....	\$2845
Average teachers salaries in junior college districts.....	\$3408

*Note: Average incomes of city families are derived from data presented in the Monthly Labor Review for January, 1946, pg. 4. Though no figures are available covering the point, it is probable that no more than 10% of the heads and earners of such families are college graduates.

It should be noted, therefore, that minimum requirements for standard teaching credentials in California are: Elementary school, 4 years of college; High school, five years of college; Junior college, Master Degree. Many teachers on the high school and junior college levels have the doctorate, which requires 7 years of college and university training.

Part II

TEACHERS SALARIES 1945-46

Sources of Data Used in This Study

In order to collect complete data for this study, questionnaire forms were designed and prepared covering pertinent facts relative to

(a) Elementary school districts with fewer than 900 pupils in average daily attendance;

(b) Elementary school districts with more than 900 pupils in average daily attendance;

(c) City and Unified Districts;

(d) Union high school districts, and

(e) Junior college districts.

The forms relating to elementary school districts with less than 900 pupils in a.d.a. were mailed to county

superintendents. The other questionnaire forms were mailed to chief administrators in the respective types of districts. Thus the plan of the study called for the inclusion of every school district of every type in the entire State. A stamped and pre-addressed return envelope was enclosed with each questionnaire form.

Returns of the questionnaire forms were far from complete, as is indicated below. However, it is believed that sufficiently large proportions of replies were received from districts of each type to render this study significant and valuable.

Number and Approximate Percentage of Units of Each Type Which Returned Information for the Study.

Type of Unit County	Number making returns 26 counties	Approximate per- centage making returns 45%
Elementary school districts with more than 900 pupils in a.d.a.	57	77%
Union High School districts	167	54%
City & unified districts	31	33%
Junior College districts	12	66%

Elementary School Districts with Less Than 900 Pupils in Average Daily Attendance

Figures derived from reports of 26 county superintendents are set forth in Table VII.

Eighty-nine per cent of the districts of this type in the 26 counties have no salary schedules now in operation, though in 31% of these, salary schedules are contemplated. Two county superintendents report informal county-wide salary schedules covering districts under county supervision.

Table VII

Minimum, Average, and Maximum Salaries, and Tax Rates for Maintenance of Elementary School Districts With Less Than 900 Pupils in A.D.A. in Twenty-six Counties Reporting Data for 1945-46.

Figures shown are averages of figures reported by counties.*

Position	1 teacher districts			2-6 teacher districts			Districts with more than 6 teachers		
	Minimum	Average	Maximum	Minimum	Average	Maximum	Minimum	Average	Maximum
SALARIES:									
Regular Teacher	\$1845.00	\$2044.00	\$2320.00	\$1856.00	\$2168.00	\$2364.00	\$1839.00	\$2165.00	\$2618.00
Teaching Principal				2066.00	2381.00	2973.00	2616.00	2846.00	3120.00
Full-time Principal							3013.00	3418.00	3675.00
Substitute teachers (per diem)	6.00	7.70	9.00	7.50	8.97	10.00	7.50	8.50	9.80
Janitor (per month)	65.00	101.00	166.00	50.50	95.00	166.00	149.00	191.00	216.00
TAX RATE FOR MAINTENANCE									
Maintainance	.06	.29	.59	.26	.54	.89	.55	.75	.88

*NOTE: The figures are averages of figures reported by the twenty-six counties; i.e. the \$1845 minimum salary for regular teachers is the average of the minimum salary figures reported by the counties. The "average" figure is in each case the average of county averages; and the maximum figure is the average of the maximum figures reported by the counties. The same is true concerning the tax rates for maintenance presented in the table.

Elementary School Districts With More Than 900 Pupils in Average Daily Attendance

Table VIII shows salaries of certificated and non-certificated employees in 57 elementary school districts with more than 900 pupils in average daily attendance.

Forty-one of these districts have salary schedules in operation for certificated employees, and 14 have salary schedules for non-certificated employees. Eight of the 57 districts reporting allowed bonuses averaging \$278.00 per teacher, \$310.00 per teaching principal, and \$312.00 per full-time principal. In the other 49 districts the bonuses have been incorporated into the basic salary.

Tax rates other than for bonds in the 57 districts range from 66c to \$2.15 per \$100.00 of assessed valuation, the average being 89c.

Table VIII

Actual Salaries Including Bonuses Received by Certificated Employees of 57 Elementary School Districts With More Than 900 Pupils in A.D.A. Figures for the Current Year, 1945-46.

Type of Position	Average Minimum reported	Average of averages reported	Average of maximums reported
Regular Teacher	\$1912.00	\$2173.00	\$2473.00
Teaching Principal	2424.00	2690.00	2827.00
Full-time Principal	2653.00	3270.00	3471.00
Substitute teacher (per diem)*	6.00	8.74	13.00
Janitor	1885.00	1987.00	2184.00
Engineer	2344.00	2530.00	2600.00
Maintenance Man	2010.00	2220.00	2292.00
Gardener	1840.00	2066.00	2157.00

* NOTE: The actual payments to substitute teachers range from \$6.00 to \$13.00, the average being \$8.74.

Elementary School Salaries in 31 City and Unified Districts

Table IX gives actual salaries paid in elementary schools in 31 city and unified districts in 1945-46.

Salaries in Junior High Schools in City and Unified Districts

Nine of the 31 city and unified districts reported junior high school salaries, as shown in Table X. Salaries of non-certificated employees in city and unified districts are approximately the same for all types of schools, and are shown in Table IX.

Salaries in High Schools in City and Unified Districts

Salaries in high schools of city and unified districts are shown in Table XI. Salaries of non-certificated employees in high schools in districts of this type are approximately the same as in elementary schools of the same districts. They are shown in Table IX above.

Bonuses in City and Unified Districts

All of the 31 city and unified districts report salary adjustments have been made to meet conditions occasioned by the war. Slightly more than half of the districts indicate that bonuses have already been made part of the basic salary. Replies indicate that in the other districts, with the exception of two, bonuses will be incorporated into the basic salaries.

Prevalence of Salary Schedules, City and Unified Districts

Twenty-seven of the 31 city and unified districts now have salary schedules in operation for certificated employees, and sixteen have salary schedules for non-certificated employees.

Table IX

Actual Salaries Including Bonuses Received by Certificated Employees in Elementary Schools of 31 City and Unified Districts Reporting Complete Data for the Current Year, 1945-46.

Type of Position	Average of minimum salaries reported	Average of average salaries reported	Average of maximum salaries reported
Regular teacher	\$1965.00	\$2428.00	\$3068.00
Substitute Teacher (Per diem)*	6.00	8.09	9.50
Teaching Principal	2780.00	2987.00	3630.00
Full-time Principal	2974.00	3549.00	3832.00
Janitor	1776.00	1950.00	2070.00
Engineer	2150.00	2383.00	2563.00
Maintenance Man	1972.00	2314.00	2401.00
Gardener	1865.00	1998.00	2100.00

* NOTE: The actual pay of substitute teachers ranged from \$6.00 to \$9.50, the average being \$8.09.

Table X

Minimum, Average, and Maximum Salaries Received by Certificated Employees in Junior High Schools of the City and Unified Districts, War Bonuses Included, 1945-46. (Nine reported)

	Average Minimum	Average of Averages	Average Maximum
Regular Teacher	\$2003.00	\$2675.00	\$3143.00
Substitute Teacher (per diem)	7.00	8.75	10.00
Evening School Teacher (per hour)		2.20	
Supervisor	2500.00*	3325.00	4500.00**
Counselor	1992.00*	2947.00	3656.00**
Dean	2650.00*	3249.00	4080.00**
Department Head			
Vice Principal	3105.00	3360.00	3609.00
Full Time Principal	3277.00	4287.00	4562.00

* NOTE: Lowest minimum reported.

** NOTE: Highest maximum reported.

Table XI

Minimum, Average, and Maximum Salaries Received by Certificated Employees in High Schools of City and Unified Districts, 1945-46. War Bonuses Included.

	Average Minimum	Average of Averages	Average Maximum
Regular Teacher	\$2045.00	\$2748.00	\$3359.00
Substitute Teacher (per diem)	7.00*	8.79	10.00**
Evening School Teacher (per hour)	2.00*	2.23	3.00**
Supervisor	2827.00	3550.00	3813.00
Counselor	2228.00	2836.00	3450.00
Dean	2687.00	3179.00	3690.00
Department Head	2250.00	2921.00	3400.00
Full Time Principal	4070.00	4515.00	5025.00

* Lowest minimum reported.

** Highest maximum reported.

Payments for Extra-Classroom Duties, City and Unified Districts

Nine of the 31 city and unified districts reported that additional payments are made to teachers for extra-classroom duties. Department heads, deans and counselors receive extra pay in 6 of the 9 cases. Other activities and functions for which extra pay is granted are coaching athletics, class advising, coaching debate, coaching class plays, supervision of recreation. Amounts of extra pay for such functions vary from \$150 to \$500 per year, the average being about \$200.

Tax Rates of City and Unified Districts

Tax rates in the 31 city and unified districts vary from \$1.12 to \$2.15 per \$100 of assessed valuation, the average rate being \$1.67.

Union High School Districts

Reports were received from 167 union high school districts, 116 of which enrolled 500 pupils or less. The other 51 districts had over 500 pupils

enrolled. Thirty-one of the 116 had enrollments of less than 100 pupils, and 8 of the 51 had over 1000 pupils enrolled.

Bonuses in Union High School Districts

In 68 of the 167 union high school districts bonus payments have been incorporated with basic salaries. In 67 districts the probability was expressed that bonuses will be incorporated with basic salaries of certificated employees, and 32 districts will, according to the reports, probably incorporate bonuses with basic salaries of non-certificated employees.

Prevalence of Salary Schedules in Union High School Districts

Thirty districts with less than 500 pupils, and 29 districts with more than 500 pupils have salary schedules in operation for certificated employees. For non-certificated employees a salary schedule exists in only one of the smaller types of union high school districts, and only 6 such schedules are in operation in the districts with more than 500 pupils.

Payments for Extra-Classroom Duties

About 1/3 of the 167 union high school districts allow extra pay for extra-classroom duties. Department heads, counselors, deans, class advisors, cafeteria managers, supervisors of recreation, play coaches, and athletic coaches are mentioned as receiving such extra pay. Amounts range from \$50 to \$800 yearly.

Salaries in Union High School Districts

Salary figures for certificated and non-certificated employees in union high school districts are set forth in Table XII.

Salary Ranges in Union High School Districts

Table XIII may be of some interest, since it shows the highest and lowest minimum, average and maximum salaries of teachers reported from the two types of high school districts included.

Table XII

Minimum, Average, and Maximum Salaries Received by Certificated and Non-Certificated Employees of 167 Union High School Districts, 1945-46. War Bonuses Included.

	Enrollment 500 or less			Enrollment 501 or more		
	Average Minimum	Average of Averages	Average Maximum	Average Minimum	Average of Averages	Average Maximum
Regular Teacher	\$2294.00	\$2618.00	\$2970.00	\$2188.00	\$2769.00	\$3311.00
Substitute Teacher (per diem)		9.02		7.00*	9.47	12.00**
Evening School Teacher (hour)				1.50	2.12	3.00
Counselor				2525.00	2915.00	3352.00
Dean				2973.00	3200.00	3423.00
Department Head				2477.00	3068.00	3413.00
Teaching Principal	2600.00*	3664.00	4800.00**	3450.00*	3789.00	4500.00**
Full Time Principal	2750.00*	4245.00	5500.00**	4200.00*	4213.00	7564.00**
Janitor	1855.00	2119.00	2335.00	1822.00	2093.00	2263.00
Engineer		2489.00		2180.00	2548.00	2626.00
Maintenance Man		2265.00		2040.00	2415.00	2528.00
Gardener		2052.00		1959.00	2030.00	2097.00

* = Lowest minimum reported.

** = Highest maximum reported.

Tax Rates in Union High School Districts

Table XIV shows tax rates reported by union high school districts. The average tax rate for the 167 districts is 67c per \$100.00 of assessed valuation. Over 1/3 of the district tax rates are at or above 75c.

Junior College Districts

Reports were received from 12 district junior colleges. Of these, 10 have salary schedules in operation for certificated employees, and 5 have salary schedules in operation for non-certificated employees. Eight districts report that salary bonuses have been permanently incorporated with basic salary schedules for both certificated and non-certificated employees. Bonuses range from \$150 to \$500 per year, the average being \$310.00.

Salaries in District Junior Colleges

Table XV gives salary figures for both certificated and non-certificated employees. Tax rates are included at the foot of the table.

SUMMARY CONCERNING SALARIES

PERTINENT facts concerning 1945-46 salaries paid in the different types of districts are set forth in the above tables. Comparison of such salaries with cost-of-living and other data shown in this study makes plain the following facts:

1. Teachers salaries with bonuses included have on the average considerably less than their pre-war buying power.

2. Teachers salaries with bonuses included compare unfavorably with earnings of workers in non-teaching activities.

It is perhaps fitting to repeat here what has already been said at the

Table XIII

Ranges in Minimums, Averages, and Maximums Reported for Teachers Salaries in 167 Union High School Districts.

	Enrollment 500 pupils, less	Enrollment over 500 pupils
Lowest Minimum Reported	\$1800	\$1860
Highest Minimum Reported	2650	2450
Lowest Average Reported	2250	2250
Highest Average Reported	3046	3300
Lowest Maximum Reported	2300	2800
Highest Maximum Reported	3755	3575

Table XIV

Present District Tax Rates Other Than for Bonds Reported by 167 Union High School Districts. (1945-46)

TAX RATES (exclusive of "for bonds")	Enrollment 500 or less		Enrollment 501 or more		
	Lowest Reported	Highest Reported	Lowest Reported	Highest Reported	
	\$.18 At or above 75c — 42.5%	\$.66	\$ 1.25	\$.35 At or above 75c — 28%	\$.69 \$ 1.35

Table XV

Minimum, Average, and Maximum Salaries Including Bonuses Received by Certificated and Non-Certificated Employees of 12 District Junior Colleges, 1945-46. Also Minimum, Average, and Maximum District Tax Rates.

	Average Minimum	Average of Averages	Average Maximum
Regular Teacher	\$2462.00	\$3380.00	\$3916.00
Substitute Teacher (per diem)	8.00	9.75	10.50
Evening School Teacher (per hr.)	2.25	2.42	3.50**
Dean	3000.00*	3916.00	4283.00
Principal	4802.00*	6275.00	7500.00**
Janitor	1912.00	2184.00	2332.00
Engineer	2441.00	2566.00	2718.00
Maintenance Man	2250.00	2336.00	2418.00
Gardener	2100.00	2132.00	2698.00
Present District Tax Rate (Bonds not included)	5c*	33.2c	80c**

* = Lowest reported.

** = Highest reported.

conclusion of Part I of this study. Salaries of teachers are not sufficiently attractive to hold many trained and experienced members of the profession. They are not sufficiently attractive to induce many trained and

experienced teachers, newly released from war activities, to return to their former classrooms. Furthermore, they are not sufficiently attractive to induce the best types of young men and women to seek training for teaching.

SUMMARY CONCERNING DISTRICT TAX RATES

ACTUAL tax rates vary widely among all types of districts. This is but another way of saying that districts, even of the same type, differ widely in ability to support education.

While a few districts of each type have relatively low tax rates, the great majority are either at or above the legal limit, or in the immediate vicinity of it. To what extent buildings and other permanent improvements are being paid for by sacrificing salaries it is impossible to determine from the data studied. From the figures actually presented in the above tables it appears that, with some notable exceptions among all types of districts, teachers salaries adequate to restore the economic position of the profession to its pre-war relative level in this State cannot be supported by district taxation under present tax limitation when supplemented only by present amounts of State Aid.

This does not mean that a majority of districts cannot, or should not, do all they reasonably can to provide adequate teachers salaries. On the

contrary, that is exactly what they should do.

But the fact remains—and will remain—that the future economic position of the teacher, and therefore the future standards of the teaching profession, will depend upon a permanently sounder and more equitable basis of school support than exists at present.

Under present taxing limitations most districts cannot meet the situation adequately. To raise tax limits would be to make the districts responsible for a situation which is State-wide, nation-wide in its scope and significance, and to repudiate the whole principle of equalization.

Increased State Aid seems to offer the only feasible solution.

Part III

PUBLISHED SALARY SCHEDULES

A total of 92 published teachers salary schedules were sent in with the questionnaire forms. The number of such schedules by types of schools and districts are shown below in Table XVI. Salient features of these schedules are also set forth in Table XVI.

It will be seen in Table XVI that the average number of scheduled salary increments varies from 11 to 14, with the mode at 12 and the maximum number at 14. The larger number of increment steps seemed to be favored where the single salary schedule prevails.

Average amounts of increments vary from \$64 in elementary school districts to slightly more than \$100 in junior college districts.

Special Provisions Relative to Salary Increments

NUMEROUS special provisions relative to the granting of scheduled salary increases are included in the 92 published schedules studied. Among the most important of such provisions are the following:

(Please turn to Page 30)

Table XVI

Average Minimum and Average Maximum Salaries, Average Number and Average Amount of Increment Steps Provided in 1945-46 Teachers Salary Schedules Submitted for Study by Types of Schools and Districts.

Type of School and District	Number of schedules included	Average number of increments scheduled	Average size of increment	Average* minimum salary scheduled	Average* maximum salary scheduled
Elementary	28	11	\$ 64	\$1930	\$2500
City and Unified:					
Elementary	8	12	79	1899	2754
High School	8	12	86	2163	3221
Single Schedule	13	14	83	1837	3075
Union High School	30	12	96	2086	3127
Junior College	5	12	102	2462	3918

* = War bonuses are included where they have been made a part of the basic schedule.

The NEW Compton's



Welcome news for all schools, libraries and homes! The new post-war Compton's Pictured Encyclopedia is on the press—soon to be released. A wonderful new Compton's—using the latest processes of engraving and printing, recording adjustments of the war-torn years, giving a clear understanding of recent advances of science. A useful Compton's—couched in the language of every day, stocked with essential information, supplemented by maps, lucid diagrams, and fact-telling illustrations. A handsome Compton's—with prewar weight paper, new streamlined page design, glorious, true-to-life color plates, and a beautiful new cover. An enthralling

Compton's that makes learning an adventure! New friends of Compton's will be amazed at the beauty and utility of every vivid page. Old friends will rejoice in our achievement, for this edition represents a greater advance in the art of encyclopedia making and planning than has been possible in any previous ten-year period.

During the war years government restrictions of manpower and paper limited the weight and number of pages that could be printed; yet, during those hard years, Compton's was faithfully revised and brought up to date for every printing.

Those years, however, presented a rare opportunity to





friends
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plan for the future. The results of the war would have to be reflected in hundreds of articles and pictures. Science had made great strides. New processes useful to bookmaking had been developed. Along with such changes, came the chance to revise, expand, and enrich Compton's in scores of ways. New materials were projected and prepared against the day when restrictions could be removed. The war's end found our plans and materials almost completed. It was "full speed ahead" from then on. The editors finished their copy, the plates were rushed from the foundry to the presses. From these presses will soon emerge the finest

Compton's ever produced.

Every school, every library, and every home needs this invaluable tool of knowledge. This new edition will start coming from the press in June. But the demand for Compton's has been so great that back orders will consume most of the first printing. We urge that you place your order now to be sure of an early delivery. *No increase in price for the present.*

• •

F. E. COMPTON & COMPANY
1000 NORTH DEARBORN STREET, CHICAGO 10, ILLINOIS

(Continued from Page 27)

1. Relative to placement on the schedule:

a. Type of credential and academic training. Academic training is usually expressed in college or university degrees and "credits."

b. Experience within the system.

c. Experience outside the system. Various methods of evaluating "outside" experience are used. One-half year credit for each year of such experience, and "year for year" credit are both rather common, though usually such provisions carry stated maximum years of credit. Such maximum provisions average a little more than five years. In approximately twenty-five per cent of the schedules no policy is expressed on this point. Apparently some bargaining takes place when necessary to get a desired teacher, especially when, as at present, the demand exceeds the supply of good teachers.

2. Relative to granting of salary increments:

a. Automatic annual increases are allowed in only a few cases.

b. Automatic annual increases, with professional growth requirements at stated intervals from 3 to 6 years, are provisions in about 90% of the published schedules. Professional growth requirements are stated in terms of college or university credits (or the equivalent) in approximately 70% of the cases, six such credits being the

most favored number. Travel and various kinds of special professional achievements and services are designated as "equivalents" of college credit.

c. Two published schedules make suitable "merit ratings" requisite for salary increases.

d. In 4 cases the published schedules studied provide, under somewhat varying conditions, for salary decrements if professional growth requirements are not met.

e. In 5 published schedules cost-of-living is considered in granting salary increments, two or more increments being granted in a single year if necessary to harmonize the buying power of salaries with prices.

f. "Super-maximum" salaries are provided in about 10% of the published schedules, in most cases without clearly defined policies for administering them.

Prospect for Revisions of Salary Schedules

IT is evident from the returned questionnaire forms, from notations and comments on the published schedules sent in, and from other types of communications received, that numerous revisions of salaries are contemplated for next year. This would seem to indicate that school administrators and trustees are generally aware of the need to increase salaries in response to rising costs. However, in view of the general drift of such communications

and comments, the prospect for salary increases commensurate with price rises is less promising than this awareness on the part of administrators and trustees might otherwise seem to indicate.

What are other districts going to do about teachers salaries? This seems to be the important question in the minds of salary-fixing agencies, the implication seeming to be that the trustees in the district concerned will try to do as well by their teachers as other districts under similar circumstances and conditions are doing by theirs.

In this policy of watchful waiting there is little merit and, indeed, little hope for the teacher or for the profession. Districts can thus bid against each other for the meager supply of good teachers, but they cannot hope by following such a policy to augment that meager supply by attracting back to the profession the thousands of trained teachers who have left it. They cannot hope to attract to teacher training institutions adequate numbers of superior young men and women to meet their future demands.

As was pointed out in Part I of this study, school districts are in reality no longer competing against each other, or among themselves. They are bidding against business and industry for adequate present and future supplies of superior teachers. To bid successfully they must be able to offer economic rewards comparable to those offered by the world outside the classroom.

The Secretaries of the Six Sections



Secretaries of the Six Sections of California Teachers Association: (left to right) E. P. Mapes (Northern); Earl G. Gridley (Bay); H. W. Kelly (Central); Mrs. Alma Thompson (North Coast); T. S. MacQuiddy (Central Coast); Arthur F. Corey (Southern)



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CLASSROOM TEACHERS

CTA BAY SECTION CLASSROOM TEACHERS DEPARTMENT

Robert W. Watson, Teacher, Burlingame High School; President of the Department

BAY Section Classroom Department has a full calendar for the year 1946. At the January meeting a great deal of interest was evidenced in Income Insurance for teachers. Everyone is faced with the uncertainties that may arise due to accident or failure in health. Some local associations have adopted group insurance plans which provide for income in emergencies. The executive board will investigate and study the plans now in operation and place the information at the disposal of all teachers.

The Classroom Department Executive Board is enthusiastic about the new services and dues plan and wholeheartedly supports it. When we think of the many long-term benefits to be derived from such a forward looking

plan and the value to teachers as a whole we realize how insignificant the individual monthly cost will be to each one of us.

From the legislative point-of-view there is always a great deal of work for our department. Our legislative committee follows the progress and action on all school bills, both State and national. Their study is summarized and reported at the executive board meeting where action is taken if deemed advisable. The large number of State and 200 federal bills facing us the first of the year presented quite a problem.

We believe that alert teachers, like lawyers and doctors, are proud to be members of their professional organizations, local, State, and national.

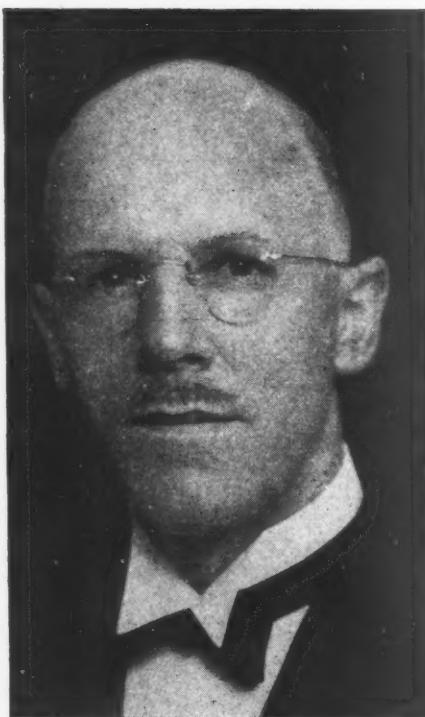
Every teacher is enjoying the advantages which the NEA, CTA or local TA has helped to achieve.

The research and publicity of the larger associations has helped to improve the schools for our girls and boys. They advocate and practice Democracy in education. They encourage teachers to participate in the development of educational policies. They help protect the schools against attack and expose the selfish motives of vested interests.

Thus we in the Classroom Department advocate, and hold as one of our principal aims this year the desire to enlist membership in our State and national associations as near to 100% as possible.

Ever watchful for the welfare of teachers we do all in our power to help. When it was noted that many teachers have been overloaded severely and that there has been an alarming increase in overcrowded classes we decided to investigate.

A preliminary survey indicated a



*Robert W. Watson, Burlingame; President,
CTA Classroom Teachers Department,
Bay Section*

number of important problems. The school day has been lengthened unreasonably in some cases. There has been a neglect of fundamental subjects through imposition of non-essentials in other instances.

These and many like indications have prompted the desire on the part of the Classroom Department to make a study this year of the teacher-load problem. The success of this work will depend entirely upon the cooperation of all teachers when called upon to assist.

The teacher should strive to improve educational practice through study, travel and experimentation. His conduct should conform to the accepted patterns of behavior of the most wholesome members of the community. He should be courteous, just and professional in all relationships. His conduct requires cordiality between teacher and pupil, home and school. These and other ethical standards should be constantly before us as exemplary citizens in a free society.

The Classroom Department Executive Board approves and promulgates a high standard of ethics for teachers.

This will be another job for 1946. Thus you see our tasks for the year are many and heavy, but we approach them full of confidence and with a light heart.

* * *

CTA Central Section

Research Committee on Superintendents Salaries

TRUMAN Bratton, President, CTA Central Section and principal, Howard Elementary School, Madera, has appointed a research committee to study superintendents salaries and to make recommendations on salaries and salary trends affecting superintendents.

Chairman of the new committee is Prof. J. W. Canfield, Fresno State College. Members of the committee are: Bethel Mellor, supervisor, Kings County Schools, Hanford; Archie Anderson, Fresno City Schools; John King, East Bakersfield High School, also president, Classroom Teachers Division, Central Section; Cecil Brooks, Dinuba City Schools; Alice Hord, Fresno; Arthur Pursell, principal, Wilson School, Tulare.

* * *

Dr. John M. Booth, Superintendent of Schools at Kellogg, Idaho, on February 1, 1946, assumed the duties of Executive Secretary of the Idaho Education Association. He succeeds John I. Hillman, who for many years has so admirably carried on the work for the Association.

Last year Mr. Hillman requested his executive board to secure a successor. However, Mr. Hillman was prevailed upon to remain as Associate Secretary and Editor of the Idaho Educational Journal.

Dr. Booth comes to his new position with a fine record of attainments as an educator both in Idaho and Washington.

A Plea for Help

San Francisco

Dear Sir:

This is an appeal to you for help in informing the people of your community of the importance of observing the law of the State of California regarding the preservation of our native plants, shrubs and trees.

Section 384-A of the Penal Code states that it is unlawful to cut, mutilate, remove or destroy native plants, shrubs or trees, etc., growing along public highways or on privately owned land without written permit from the owner.

This law is enforceable by any peace officer and violation of it is punishable by a fine not to exceed \$200 or imprisonment for 6 months, or both.

California wild flowers are world-famous. They are being destroyed and some face extinction because of the vandalism of our people, consciously or unconsciously.

We ask your help in bringing the substance of this law and the penalty for its violation before the public with an appeal for its strict observance.

Help keep the highways and by-ways of the State as beautiful as Nature made them. Help prevent the unlawful destruction or removal of our wild flowers.

Yours very truly,

*Mrs. Walter G. Brendel
President*

*Mrs. Walter C. Hardman
Conservation Chairman*

*Mrs. Walter R. Lovegrove
California Native Flora Chairman*

California Garden Clubs: State Federation of Garden Clubs with 4,000 members.

* * *

Mexican Segregation

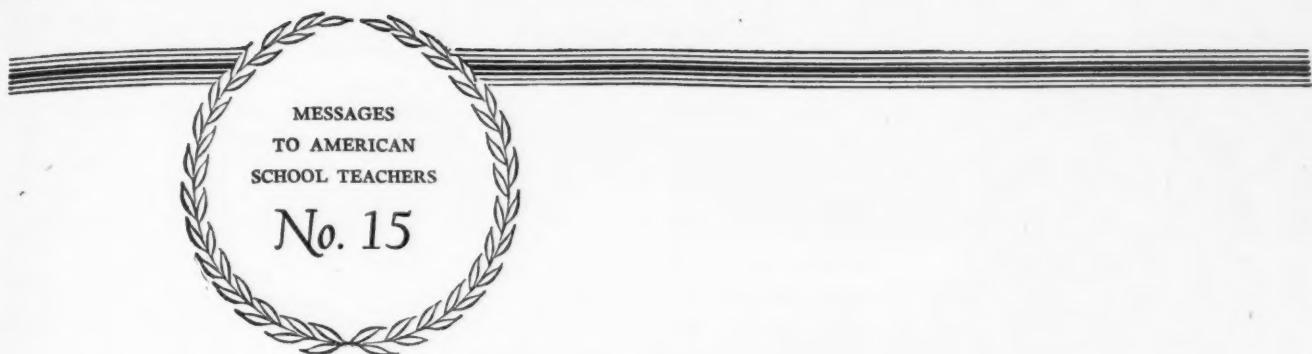
PAUL J. McCormick, United States District Judge, has issued a permanent injunction preventing Orange County school officials from segregating Mexican children.

The injunction specifically cited the school districts of Santa Ana, Westminster, Garden Grove and El Modeno.

State Park Nature-Guides Needed

EDWARD F. DOLDER, Educational Director, California State Division of Beaches and Parks, State Office Building No. 1, Sacramento 14, reports 5 positions open for temporary employment this summer, men only, over 21, as State Park Nature Guides.

Employment begins the second or third week in June and continues until early or middle September. Men interested should correspond immediately with Mr. Dolder for complete details.



Commended for Classroom Use by Leading Educators from Coast to Coast

LONG EXPERIENCE and personal observation have led educators to the sources of knowledge which best inspire in today's youth a deep loyalty to the ideals of democracy. The following excerpts from recent signed statements testify to their appreciation of *The Reader's Digest* . . . as an effective classroom aid in perpetuating these ideals:

We must raise a generation committed to the improvement of our democracy and constitutional government. Accurate information on significant current developments is a necessary adjunct in this task. *The Reader's Digest* provides a concise, readable handbook of world events and trends.—Alonzo G. Grace, State Commissioner of Education, Connecticut.

The youth of our land should be given abundant opportunity to inform themselves on current social, economic and scientific matters, and I know of no better or more pleasant way of securing such information than through *The Reader's Digest*. —Elizabeth Ireland, State Superintendent of Public Instruction, Montana.

The Reader's Digest is a fortress of defense against ignorance of what is going on in our own and other lands. . . . I should like to see it in the hands of every high school student, and of many in the upper elementary grades.—James Haskell Hope, State Superintendent of Education, South Carolina.

For use in schools, a magazine such as *The Reader's Digest*, which offers accurate and interesting summaries of significant events and achievements in the social, scientific and economic fields, is of high value.—Francis B. Haas, State Superintendent of Public Instruction, Pennsylvania.

The Reader's Digest is a continuing and impartial "diary" of the American way of life and the actual workings of our democracy. At a time when world welfare is to be so influenced by our course here at home, its value as an aid to the teaching of good citizenship increases the need for its use in our schools. —John Callahan, State Superintendent of Public Instruction, Wisconsin.

As never before, pupils in our schools need to read widely if they are to think clearly on many and varied topics. Because *The Reader's Digest* presents up-to-the-month information on current events and personalities, this publication has come to be a valuable and widely used supplement to our reading in many high school and lower-grade classes.—Esther L. Anderson, State Superintendent of Public Instruction, Wyoming.

One of the first, and certainly one of the most important duties of every school teacher today is the planting of Lincoln's sort of Americanism in the hearts and minds of our youth. . . . I feel that the School Edition of *The Reader's Digest* should be classed among the valuable mediums for aiding this vital task.—Vernon L. Nickell, State Superintendent of Public Instruction, Illinois.

I would place *The Reader's Digest* at the head of the list of required reading for teachers and high school students.—John A. Shaw, Superintendent of Schools, Spokane, Washington.

The Reader's Digest is a fascinating record of events and trends, which broadens the outlook of students and gives them a more comprehensive grasp of the principles and meaning of good citizenship.—Arthur E. Thompson, State Superintendent of Public Instruction, North Dakota.

As an auxiliary aid to classroom instruction in the building of bedrock Americanism, the value of *The Reader's Digest* is very high.—Burgin E. Dossett, State Commissioner of Education, Tennessee.

The Reader's Digest is making a contribution to the maintenance of our form of government, especially by implanting in young minds the concepts of desirable human relationships.—Rex Putnam, State Superintendent of Public Instruction, Oregon.

The teacher who understands the scope of her assignment, and sees her objectives clearly, will value *The Reader's Digest*, which keeps its readers in touch with the forces which make TOMORROW. It offers information—common knowledge for common understanding for common citizenship in a common world: one world.—John Fred Williams, State Superintendent of Public Instruction, Kentucky.

The Reader's Digest is in an especially unique position, because of its wide use in the schools, to play an important part in strengthening the walls of democracy.—Wayne O. Reed, State Superintendent of Public Instruction, Nebraska.

Statements like these are more significant than anything we ourselves might say about the place which *The Reader's Digest* holds in the hearts and minds of teachers throughout the country who are molding a new generation of Americans.

The Reader's Digest



Joel J. Pryde, Teacher, San Luis Obispo Senior High School and Junior College; President, CTA Central Coast Section

No More A Stranger, by Anne B. Fisher, a realistic account of the little-known romance of Robert Louis Stevenson in Monterey, is a vivid and authentic story by a noted Californian with an established literary reputation. Stanford University Press; price \$3.

* * *

This White Corsage

For Mothers Day

Ruth Marie Michell, Big Creek, Sierra National Forest

IT'S true I wear a White Corsage
Upon this,—“Mother’s Day,”—
But, not because my mother’s dead,—
As some are wont to say:
My mother’s just begun to Live—
Out there beyond the blue,—
And so, I wear this White Corsage
For one who Lives Anew.

SCHOOL LIBRARIES

Elizabeth Patton, Garfield Junior High School, Berkeley; President of School Library Association of California

SCHOOL Library Association of California celebrated its 30th birthday at the beginning of this first post-war year.

For 30 years the school librarians of the State have been a part of our educational system. They have been glad of the opportunity which they have had to work with the State Department of Education in establishing the library program in the school.

Over a period of many years our association has been affiliated with National Education Association, California Teachers Association, American Library Association and California Library Association. Many of our members are actively participating on committees in each of these organizations.

During the war years we were unable to hold State meetings, so much of the work was carried on through smaller group meetings and committees. This first post-war year found the Library world unpleasantly conscious that ground lost owing to lack of State meetings, scattering of professional personnel, limited student groups in the library schools, as well as many other factors of disintegration, would be won back with difficulty, an arduous but a necessary task.

Consequently, an aggressive program to retrieve professional losses in standards and membership was discussed by the Executive Board. Toward this objective plans were made through the combined efforts of the State Professional and Publicity committees to place accepted standards of service, personnel and problems of the profession before school administrators.

Placement in educational journals, of a number of articles pertinent to these needs has been successfully achieved. The following articles have been published:

1. ALA-SLAC Membership.
2. An Evaluation of an Elementary School Library.

3. Elementary School Library Cataloging.

4. What Does a School Librarian Do? School Librarians name their problems.

5. Multiple Guidance Involved in School Librarianship.

6. Philippine Book Drive.

A project of major significance was the collection of books for the devastated school libraries in the Philippine Islands, sponsored by School Library Association of California. To date many thousands of books and several hundreds of dollars have been donated.

A joint meeting of the Executive Boards of the School Library Association of California and of its Northern and Southern Sections held in Fresno, March 30, 31, brought together the State and Section officers and Committee chairmen to make progress reports of the year’s work and to outline further plans.

Out of these valuable discussions, greater unity of purpose was felt. Decisions were made for further necessary projects. Work was begun on an up-to-date and adequate Handbook which will contain much valuable and important material of School Library Association of California. A Manual — to include the duties and obligations of the State, Section officers and committee chairmen, also was started.

Reports from several of our members who are serving on ALA committees gave better proximity to the National association and revealed active participation in national projects. Marjorie Van Deusen, SLAC representative on the Council of ALA, reported on the ALA meeting in Chicago. She mentioned the fact that our official State Bulletin, published quarterly, was to be used as a model for the national one contemplated for publication by the American Association of School Librarians beginning January 1947. Our Bulletin is one of two published

THE FLAME FAMILY ...

SPEEDY

CLEAN

STEADY

FLEXY

THRIFTY

**THE QINTS'
GOOD DEED
FOR TODAY**

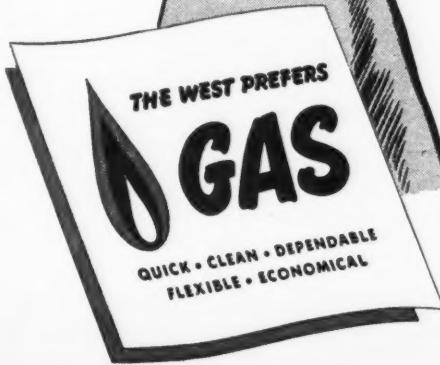
Where you goin', Speedy?

Gotta hurry and deliver
this New Freedom gas
kitchen plan for Mrs.
Homemaker's new house.



I know, that's a GAS refrigerator like the one at Jane's house. It never makes any noise. Gee, it'll be FUN to help you in a kitchen like this! Does Daddy know about it?

Of course, Sally! Daddy and I ordered the gas refrigerator and the beautiful new gas range. Gas is so quick, you know, and so inexpensive. And the oven controls will cook a whole meal while we're at the movies. We'll have oceans of hot water, too, from our new automatic gas water heater. Remember, dear, when YOU'RE grown and married, a GAS-equipped home is best.



Coming in June The Consumer's Economic Life

By

Jessie Graham

Supervisor of Commercial Education
Los Angeles Public Schools
Los Angeles, California

and

Lloyd L. Jones

Director of Research
Gregg Publishing Company
New York, New York

The Consumer's Economic Life
will be off the press next
month. This brand-new text in
consumer education:

- Pictures clearly the role of consumption in our economic system.
- Emphasizes the fundamental fact that consuming is everyone's business.
- Presents accurate information and intelligent guidance for the consumer in selecting, purchasing, and using various goods and services.
- Features correlated, skill-building problems in consumer mathematics.

Investigate *The Consumer's Economic Life* for your consumer education, consumer buying, consumer economics, and similar courses. Complete program of materials for student and teacher. Write our nearest office today for further information.

THE GREGG
PUBLISHING COMPANY

NEW YORK CHICAGO SAN FRANCISCO
BOSTON DALLAS TORONTO LONDON

in the United States, the other being in New Jersey.

A report of the School Library News committee, a sub-committee of the publication committee of American Association of School Librarians, revealed many interesting facts. Jewel Gardner of Sacramento is a member of this committee.

Success of the year's work has been shown through these cooperative activities. The final check in membership shows an additional cause for satisfaction, since we have now the largest membership in the history of the Association. The completion of a successful year of the work of the organization is due to the cooperative efforts of all State and section officers and committee chairmen. "In Unity There Is Strength!"

* * *

New Slide-Films

Reviewed by Lyne S. Metcalfe of
New York City

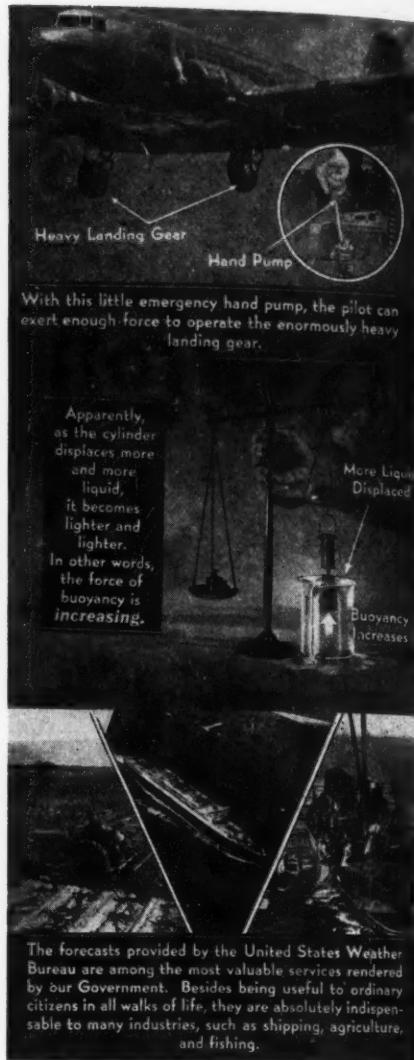
A NEW series of 13 discussion-type slidefilms, "Air Age Physics—Fluids," is ready for use in schools and colleges, comprising a total of 1,042 individual teaching pictures on the following subjects:

1—Liquid Pressure. 2—Transmitting Pressure Through Liquids. 3—Buoyancy And Archimedes Principle. 4—Density And Specific Gravity—Flotation. 5—Specific Gravity Of Solids and Liquids. 6—Atmospheric Pressure. 7—Exploring The Atmosphere. 8—Barometers And Weather. 9—Gas Pressure. 10—Measuring Fluid Pressure. 11—Bernoulli's Principle. 12—Reciprocating Pumps. 13—Jet Pumps.

This series is supplementary to, and may be used in connection with, the earlier series, "Air Age Physics—Mechanics." Both series have been produced and are being distributed to schools by the Jam Handy Organization, Detroit, Michigan.

It has been pointed out in connection with this new series on fluids that in each film there is given a brief outline of the lesson, and each has a partially visualized quiz or review sequence at the end to help the teacher.

The laboratory equipment used for picturing and developing the various principles



Shown above are 3 sample new film-slides, issued by Jam Handy

and formulas for the series, it is said, was gathered together from many sources, as it would be almost impossible to find all of this equipment in any one school or college.

In working out the factual material, 20 classroom teachers in the Detroit area served as advisors to the producer's writers and planners. Final scenarios were checked with the science education departments of 3 universities in the East and a teachers' college in the east.

* * *

Community Organizations for Youth Services is the title of an important new quarterly periodical, the initial issue appearing in March. Published by Field Services Division, California Youth Authority, it is edited by Roy C. Votaw, 995 Market Street, San Francisco 3. Of prime interest and significance to all California school-people, copies of this important illustrated magazine may be obtained by writing to Mr. Votaw.

"Gel-Sten Films Are Better"



Every School Room Should Have a

GEL-STEN DUPLICATOR

* * * *

NEW WORKBOOKS



WRITTEN BY
EXPERIENCED
TEACHERS

FRESHLY PRINTED
in
HECTOGRAPH INK
Guaranteed to produce
75 to 100
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GUIDING FARM CHILDREN

"HOW YOU GONNA HELP 'EM FIND THEIR PLACE IN TOWN?"

**Practical Suggestions For A Working Library of Vocational Information
Prepared For Our Rural Editorial Service**

*William W. Savage**

HALF of us farm boys will have to go into business or industry to make our living," reported John, on his return from the National Congress of 4-H Clubs held recently in Chicago. "Who said so?" demanded Tom. "The Secretary of Agriculture." "Girls, too?" queried Jane. "Sure."

Prodded by questions from his teacher and classmates at Rural High, John told the story of migration from the farms caused by high rural birth-rates and low urban birth-rates, improvements in farming methods, and the low per capita earnings of farm workers. Discussion of these facts led the class to seek answers to the following questions:

1. How can we determine whether we should remain on the farm or go into some other occupation?

2. How can we learn more about the occupations open to us in business and industry?

3. How can those who plan to leave the farm prepare themselves for successful living in town?

These queries pointed the way to improved provision for vocational information and counseling at Rural High School. The same problems confront every principal, teacher, and librarian in an agricultural area.

It is no longer a question of "How we gonna keep 'em down on the farm?" Instead, it often is, "How can we give them help in finding their places in suitable occupations other than farming?"

The school ought to help all students to understand the requirements and

* Mr. Savage has spent the past 6 years in counseling and directing the Richmond Consultation Service, a State-wide guidance agency of the Virginia State Department of Education. He is now on leave-of-absence to take graduate studies at the University of Chicago.

opportunities in various occupations and to evaluate their qualifications in light of this knowledge. This calls for current vocational information available to students and faculty alike.

The suggestions below are designed to help schools to build a working library of vocational information. While it is desirable that the entire staff of a school share this undertaking, the suggestions are practical even where the entire burden must fall on one teacher

Collecting Information About Jobs

First take an inventory of what you have on hand. You may find more than you suspect, but the chances are that much of what you find will be out of date or inadequate in treatment. You will then be faced with the question: "Where may I obtain more information?"

Here are some good sources:

1. Your State Department of Education:

Write to H. B. McDaniel, Chief of Bureau of Occupational Information and Guidance, Library and Courts Building, Sacramento 14, for occupational information available for distribution to schools. Use

the bibliographies supplied as leads to other materials for which you may write.

2. State Regulatory Agencies:

Much of the information gathered ought to pertain to the State in which your students will live and work. State agencies that regulate various occupations are excellent sources for trends, requirements, and vocational opportunities. Start with teaching. Secure from your department of education, information on the number of teachers in your State, their salaries, requirements for employment, opportunities for advancement, and related subjects. Similar information for the vocations of law, medicine, dentistry, nursing, pharmacy, accounting, etc., may be obtained from the agencies regulating and supervising these occupations. Your State Department of Education will be glad to give you the names and addresses of these agencies, and of your State Apprenticeship Council which can inform you about apprenticeship opportunities and requirements.

3. United States Employment Service:

There is probably a local office of the Employment Service near your school. The manager or one of his staff members will be glad to give you information on local employment and occupational trends and to call attention to useful publications.

4. State and Federal Civil Service:

If your State has a civil service or merit system, contact it for information on current employment opportunities and requirements. Such an office usually has printed materials available for distribution. The same is true of the federal civil service. You will find announcements of all current employment opportunities available through this agency in any first- or second-class postoffice. Or, you may write direct to the United States

Vocational Guidance for Farm Youth is Imperative



Civil Service Commission, Washington, D. C. Even old copies of civil service announcements are good sources of information regarding the usual requirements for positions in both the State and federal governments.

5. Newspapers:

Daily and weekly newspapers are useful sources of job information. Clip pertinent items for bulletin boards and for your vertical file.

6. Publishers of Vocational Information:

There are many private publishers of vocational information. Much of their material is in pamphlet, booklet, or monographic form—and it's not expensive. You'll find it helpful to write to companies and organizations such as the following for descriptive price lists of publications they now have available:

Bellman Publishing Company, Incorporated, 6 Park Street, Boston.

B'nai Brith Vocational Service Bureau, 1746 M Street N.W., Washington, D. C.

Institute of Women's Professional Relations, Connecticut College, New London, Conn.

Institute for Research, 537 S. Dearborn Street, Chicago.

Occupational Index, Incorporated, New York University, Washington Square, New York 3.

Science Research Associates, 228 South Wabash Avenue, Chicago, 4.

The Quarrie Corporation, 35 East Wacker Drive, Chicago 1.

Western Personnel Service, 39 North Raymond Avenue, Pasadena.

Bureau of Labor Statistics, U. S. Department of Labor.

Children's Bureau, U. S. Department of Labor, Division of Occupational Information and Guidance, U. S. Office of Education.

Women's Bureau, U. S. Department of Labor.

8. Indexes:

There are available two indexes that specialize in vocational information and other guidance publications. One is published quarterly by Occupational Index, Incorporated (Price \$5.00 yearly). The other is published monthly during the school year by Science Research Associates (Price \$4.00 yearly). Either of these will keep you informed of new publications and call your attention to many free materials available from various sources.

Educational Directories

As you gather vocational information and use it with your students you'll soon discover a specific need for directories of schools and colleges. The publications already mentioned contain some information about training opportunities, but you will need more. Sam will want information on approved schools of optometry. Mary will ask about recognized schools of interior decoration or dress design. Tommy will call

THE USE AND ABUSE OF ENGLISH

Unfortunately, many Americans lack the ability to express themselves clearly and correctly. The examinations given to the men entering the armed services also revealed that a very large percentage had a meager knowledge of English, including grammar, and very limited vocabularies. Something has been wrong with the average American's training in English!

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for a list of schools offering preparation in radio repair or watchmaking.

Start your collection of educational directories with the following:

1. Lists of approved institutions issued by your State Department of Education.

2. Accredited Higher Institutions, 1944, available for 25 cents from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

3. Approved Technical Institutes, available for 15 cents from National Council of Technical Schools, 889 17th Street N.W., Washington, D. C.

4. Guide to Correspondence Study, free from Office of the Secretary, National University Extension Association, Bloomington, Indiana.

5. Home Study Blue Book, free from National Home Study Council, 889 17th Street N.W., Washington, D. C.

As you become acquainted with vocational information, you will find references to dozens of other directories that are very useful, but those mentioned above are sufficient to start your library.

Keep It Filed!

If you're successful in collecting anything that resembles an adequate amount of vocational information, you will need some kind of a filing system for the pamphlets, booklets, and other unbound material. A filing cabinet (library size, if possible) and folders are the minimum amount of equipment for beginning your files. If there are no funds for a cabinet, start with a heavy cardboard box, a wooden box, or even an orange crate — and make a real effort to get the cabinet later.

Equally important is a practical system of filing. (Get your State Department of Education's suggestion on this.) Some schools have subject matter headings for their files that are

based on the United States census classification of occupations, the Dictionary of Occupational Titles, or headings found in such publications as Occupational Index. Science Research Associates publishes a complete filing system that includes 75 prepared folders, 15 "out" cards, and a 120-page manual entitled How to Build an Occupational Information Library, by John R. Yale. The Chronicle, Port Byron, New York, publishes sets of filing instructions and materials necessary for setting up a system. Several issues of Occupations, the Vocational Guidance Journal, published in 1943 and 1944, describe other systems.

Use It

There's little reason for taking the time and spending the money necessary to build a library of vocational information unless you and your students are going to use it. You must put it to work and keep it at work.

Bulletin boards and exhibits are useful in creating interest in the information available. Discussion groups, "career days," and similar group guidance techniques will help, too. An effort on your part to relate vocations to your everyday class work in all subjects will improve their value and make them more meaningful. If you have a school paper or magazine, you'll find an opportunity to get the information before students through such media in the form of articles, library news, quizzes, and bibliographies that the students themselves prepare.

Some of the publications that you collect will contain very specific suggestions along the lines of those mentioned above. In addition, there are useful books on the subject. One of these is Gertrude Forrester's Methods of Vocational Guidance, published in 1944 by D. C. Heath and Company, 285 Columbus Avenue, Boston 16. In this and other publications look for help in bringing vocational information into the week-by-week experience of your students throughout their school experience. Don't

forget that a course in "occupations," "occupational civics," or the like at some point in a student's schooling cannot satisfy the need about which we have been talking. A boy or girl must have continuing contact with such information in addition to, or in place of, such a course.

ADMITTEDLY, all of this appears to be a big job. Most projects are big if they have real purpose and value. Nevertheless, this is one in which you may start slowly, learning by doing. Gradually, your vocational information service will come to play a big part in helping the boys and girls of the community choose appropriate occupations.

* * *

New Ginn Books

AMONG important new textbooks issued by Ginn and Company, 45 Second Street, San Francisco 5, are:

1. World History, the Struggle for Civilization, by Smith, Muzzey, Lloyd; 900 pages, profusely illustrated, price \$2.80. Thoroughly up-to-date, this important new text treats the Second World War more thoroughly than does any other school history.

2. The Story of Life in America, by Kelty, first appearing in 1941, is now revised and brought up-to-date; 608 pages, many illustrations, price \$1.72. This excellent one-book history is for the middle grades.

3. Plane Geometry, by Rachel P. Keniston and Jean Tully, both teachers in Stockton High School, is a remarkably interesting, richly illustrated, mathematics text. The unusually large, double-column page provides generous space for the clear, readable type and profusion of illustrations; 400 pages, price \$1.88. Mathematically sound in every detail, the book is filled with interesting innovations extremely helpful to students.

4. Everyday Junior Mathematics is a 3-book series by Betz, which (1) offer an excellent course in general mathematics for upper grades or junior high school; (2) prepare for more advanced courses; (3) meet the needs of pupils about to enter vocational or technical fields. Prices, book 1, \$1.12; book 2, \$1.28; book 3, \$1.48.

The testing program in this series is particularly good. Each chapter ends with a test covering the chapter's work. The test exercises are varied. They include completion statements, verbal problems, construction work, matching tests, multiple-choice questions, etc. Each chapter test is preceded by a summary, which aids the pupil in reviewing and outlines the chapter's objectives.



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Directory of Services Available to Veterans

*Compiled by Edward Sewell,
Past-President CTA Central Section;
Teacher, Taft Union High School,
Kern County*

Agencies

The Veterans Administration is directly responsible for all services to Veterans under Public Law 346 (The so-called GI Bill of Rights) and Public Law 16, relating to disabled veterans:

In San Francisco is Branch Office No. 12, Veterans Administration, an administrative office for the States of California, Arizona, Nevada, and Hawaiian Islands.

Also in San Francisco is headquarters of the Regional Office, which directs Veterans affairs from the Oregon border to San Luis Obispo.

Another Regional Office headquarters, located in Los Angeles, covers Southern California.

In process of organization and due to be opened approximately July 1 is a Regional Office at San Diego.

In addition to the above, sub-regional and contact offices are in Sacramento, Stockton, Eureka, Redding, Santa Barbara and many other California communities.

1. County Service Officer.
2. Selective Service Boards.
3. U. S. Employment Service.
Veterans Employment Service in the offices of U. S. Employment Service.
4. Veteran Service Centers.
5. Educational Advisors in Colleges and Universities.
6. American Red Cross.
7. American Legion Service Officers.
8. Disabled American Veterans Service Officer.
9. Veterans of Foreign Wars Service Officer.
10. California Veterans Welfare Board.
11. County Recorders Office.
12. County Tax Assessors Office.
13. Division of Readjustment Education, State Department of Education.

Services and Where to Obtain Them

1. To Get Your Old Job Back:
Selective Service Board.
2. To Get A Job:
U. S. Employment Service.
3. Educational Benefits:
 - a. Educational advisors.
 - b. U. S. Employment Service.
 - c. County Service officer.
 - d. Service officers of Veterans Organizations or American Red Cross.
 - e. Division of Readjustment Education, State Department of Education.

4. Home and Farm Loans:

- a. County Service officer.
- b. Service officers of Veterans Organizations or American Red Cross.
- c. Veterans Welfare Board, Sacramento, if entered service from California.

5. Hospitalization or Medical Care:

- a. County Service officer.
- b. Service officers of Veteran Organizations or American Red Cross.

6. Pensions, Disability Allowances, and any other Financial Claims against the government:

- a. County Service officer.
- b. Service officers of Veterans Organizations or American Red Cross.

7. Family Allowances and Allotments, and Pensions for Dependents:

- a. County Service officer.
- b. Service officers of Veterans Or-

ganizations or American Red Cross.

8. Funeral Expenses and Grave Markers:

- a. County Service officer.
- b. Service officers of Veterans Organizations or American Red Cross.

9. Recordings of Discharges and Other Papers:

- a. The County Recorder.

10. Veterans Tax Exemptions:

- a. The County Assessor.

11. Naturalization:

- a. County Service officer.
- b. Service officers of Veterans Organizations or American Red Cross.

12. Personal Problems:

- a. County Service officer.
- b. Service officers of Veterans Or-

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THIS new book covers world history through Japan's surrender and the UN Conference at San Francisco. Does not unduly emphasize European history at the expense of other vitally important regions. North and South America, Russia, the Far East, Africa and Australasia are fully treated.

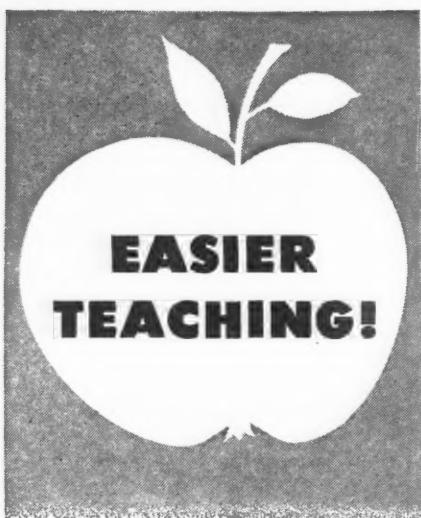
Properly balanced in its presentation of periods of time. Ancient and medieval civilizations are adequately covered, but more space is devoted to the vital period since 1914. Four chapters are given to World War II. Full attention is paid to the development of the arts and sciences, business and industry, social, economic, political and religious life. Handsomely illustrated with 300 photographs and drawings and 65 maps.

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* * *

Woodrow Wilson

A Notable Wilson Biography

A NEW 24-chapter biographical study called *The True Woodrow Wilson, Crusader for Democracy* and written by Dr. Harold Garnet Black of Beverly Hills has been released by the publishers (Fleming H. Revell Co., 158 Fifth Avenue, New York; \$3).

This volume contains an Introduction written by the late President Roosevelt, who declared that the author, in publishing this book, has performed a valuable service not only for the historian of today but even more for the historian of the future. "This biography," to quote Mr. Roosevelt, "seems to me worthy not only of reading but of

United States relationship to the World War, his own part in the Peace Conference, and his unremitting but vain struggle to get Congress to ratify the work he had accomplished in Paris.

Though primarily interested in Woodrow Wilson's public life, Dr. Black has not neglected his intimate family life, making plain his strong religious beliefs, and giving a critical appraisal of his literary and historical work, a summary of his chief characteristics, a clear idea of his political philosophy, and a rational explanation of a seemingly contradictory personality.

Everywhere is emphasized the fact that Wilson was essentially a Crusader for Democracy in every area of life, a man genuinely interested in the welfare of the common people.

All those interested in the great American scene will want to read this volume because it not only throws light on a most important phase of recent history but also points out the grave danger we face if we fail to profit by the mistakes we made at the close of the first World War. It may well become a classic biography. Its carefully prepared Index will make an especially valuable reference work for school and college libraries.

For the past quarter-century Dr. Black has been a teacher in the Los Angeles schools. He is also a well-known contributor to educational, religious, and other periodicals. He is a tenth-generation descendant of Stephen Hopkins of the "Mayflower," a member of the Authors League of America, and an honorary member of the Eugene Field Society and of The International Mark Twain Society. Dr. Black is a Harvard-trained man, has taught English in four colleges and four secondary schools in both East and West, written occasional verse, and is the author of a half-dozen other volumes, notably *The Upward Look*, *The Prodigal Returns*, and *Broken Pillars*.

* * *

Spelling Lesson

Gertrude K. Beeson, Teacher, Harry Ells Junior High School, Richmond



Harold Garnet Black

preserving for our children and our children's children."

Appropriate space is given to Wilson's days as war President, showing clearly the

ROW by row the children sat With sharpened pencils poised — "Sole, the sole of a shoe, Soul, the part of you that doesn't die." "Do you believe in that?" Came the young sceptic's incredulous cry. "I believe," the teacher paused Searching flashing, deep blue eyes, "There is a spark within you that will not die."

In the silence souls peered through, The teacher's, small and shy, But the plump girl's, in row five seat two, Straight and strong and wise.

MAY 1946

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Robert L. Bird Retires

ROBERT L. BIRD, San Luis Obispo County Superintendent of Schools for the past 28 years, plans to

*Robert L. Bird*

retire at the end of his present term next January, concluding his 7th consecutive term.

Mr. Bird, for many years, was a member of the State Board of Directors of California Teachers Association and has always been active in CTA work. He is known throughout the State and nationally as a leading California school worker.

A. C. Phillips, a teacher in San Luis Obispo Junior High School and also a poet, wrote, to his friend Bob Bird, the following whimsical lines, published in San Luis Obispo Telegram-Tribune:

To Bob Bird

AND so your hat's not in the ring!
You mean it, Bob, you're on the wing?
We all have worked to keep you in—
We've helped you run, we've helped you win.

What made you want to quit it, Bob?
The job fits you, you fit the job.
We hope it's not some "pressure-group"
That made you choose to fly the coop.

Why, half the folks in old San Loo
Can't recollect when it wasn't you
Reclined in that old office chair
And a fog o' smoke around your hair!

And when election time comes due,
It won't seem right not to vote for you.
And so, old timer, what-cha-say,
I write your name in anyway?

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A light that flickers and burns dim because of overloaded circuits is no aid to beauty. Every woman, who appreciates efficient light for every use, will insist on *enough electrical circuits to distribute the load properly*.

The comforts and conveniences of electrical living are missing in this mystic maze. More floor plugs would help. Insist on *an adequate number of conveniently placed outlets and switches in your home*.



Hunting in the dark for the fuse box is a frequent annoyance in many homes where wiring is too small to do the job properly. To avoid blown fuses, "choking off" of the flow of power and wasting money, demand *wire of sufficient size*.

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Northern California Electrical Bureau

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MAYTIME is here again. This beautiful month was regarded by the ancient Romans as calamitous for marriage because of the propitiating celebration of Lemuria—festival of the unhappy dead: (Hence, the plethora of June brides.)



PREFERENCE—have you one for WINSTON FLASHES which have been running here since last fall? If you wish them to continue, a penny postal addressed to our Philadelphia office will tell us so.



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WITWATERSRAND University is putting the final touches on its seven years' task of preparing a Standard Zulu Dictionary containing about 30,000 words. You may place your order now, but you will find the 100,000 terms of THE WINSTON DICTIONARY, Advanced Edition more practical for teacher's desk use.



MEN, ages 18 to 65: 68% of them actively engage in hunting and fishing.



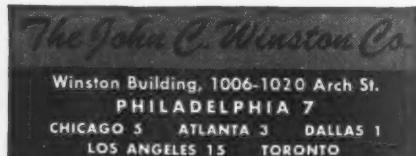
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YOUTH MOVEMENT

THE JUNIOR STATESMEN OF AMERICA

Frances Norene Ahl, Glendale High School

EDUCATORS are generally agreed today that the schools must do more to strengthen and preserve our democratic form of government or it will be replaced by dictatorship. They see our cherished institutions and ideals continually challenged and threatened by sinister forces which would undermine the very foundations of self-government. They see the press of events both at home and abroad making it increasingly imperative that youth be instilled with a crusading faith of democracy; a reverence for the American way of life.

While it is true that all teaching contributes to civic education, still the tremendous responsibilities and demands placed upon the average class of today make it impossible to give adequate attention to the duties and responsibilities of citizenship.

It is because of this very fact that the Junior Statesmen of America was organized early in 1935, and candidates for the first junior California State government were elected. When the youthful officers journey to Sacramento where Frank C. Jordan, Secre-

tary of State, administered the oath of office, the founder of the movement saw the first concrete fulfillment of his cherished dream. Here was a tangible result of the Conference of Youth on American Ideals, held at the Montezuma Mountain School, Los Gatos, November 9, 1934, at the request of its president, Professor E. A. Rogers.

Before the organization was actually launched, a second conference was held at the Montezuma Mountain School. This was followed by a convention, February 22, 1935, which met at Galileo High School, San Francisco.

In December of the same year, the Oakland Public Schools scheduled, for its social science teachers, an institute session which was given over to the Junior Statesmen movement.

The following April, 25 high schools sent several hundred representatives to a constitutional convention which met on the Berkeley campus of the University of California.

The second junior California State government was chosen. And the first legislative session of the Junior States-

YOUR SUGGESTIONS ARE INVITED

DURING World War II Sierra Educational News, operating on a rigid economy basis, made no typographical changes. The paper stock itself was inferior in quality and hard to get.

Despite the unfavorable war conditions, the fact that the magazine is widely read and valued is proven by the steadily rising tide of paid display advertising. Large-scale advertisers are the keenest judges of Reader Interest. Most of the content is written by California teachers themselves.

Now that most wartime restrictions are lifted, it is planned to make many changes in typographic dress and format, layout and content.

This invitation is now being circulated within the Association and among interested readers, to obtain constructive comments and suggestions for the improvement of the California teachers own magazine.

PLEASE write to us now, as fully as you may desire, for our guidance in planning the September 1946 issue, the first issue of the new Sierra Educational News.

men convened in beautiful Yosemite National Park during the week of June 21 to 28, 1936.

Each succeeding session witnessed improvement both in the matter of organization and procedure. By 1938 the movement had gained sufficient recognition and strength to reach beyond the confines of its original State. Washington witnessed the establishment of its first chapter of Junior Statesmen. Three years later a chapter was organized in Iowa.

Only a great global conflict could arrest the growth of the movement dedicated to the purpose of interesting youth in the principles of self-government; to the purpose of making democracy work."

The first postwar convention met in the Veterans Building, San Francisco, on November 3, 1945, and was attended by more than 200 high school and junior college students traveling as far as from Eureka in the North and Los Angeles in the South.

It was my privilege to take 10 students to this meeting. Their earnest and enthusiastic preparation, their hours of voluntary research convinced me of the value of such an organization as the Junior Statesmen of America. They were determined to elect their "favorite son" to the governorship and to present a strong program of legislation. They studied not only the constitution of the Junior Statesmen, but the constitution of California and of the United States.

They read current newspaper and magazine articles on all phases of government as well as books such as the American Government by Harold Laski. They secured sample copies of State bills and they delved into the civil code and the political code of California. They studied the proceedings of several national conventions that they might acquire the proper form for a nominating speech and an acceptance speech.

During the course of the journey by train, they became acquainted with other delegations enroute to San Francisco. They scheduled a caucus meeting and effected their political organization. Early in the morning session they were successful in electing their chapter parliamentarian as the convention parliamentarian. And although only a sophomore, he proved himself one of the outstanding personalities of the entire assembly.

Although their candidate was second on the final ballot for governor, they made a remarkably fine showing at San Francisco,

especially in view of the fact that not one of the 10 had ever before attended a Junior Statesmen convention, and only one of the delegation had been a member of his chapter previous to September 1945.

Their defeat for the governorship only increased their determination to enlarge their own membership so that they could have more voting delegates at the next convention. Furthermore, they would expand beyond their own school. They would organize a chapter in the local college and in neighboring high schools. Another two years and they would muster sufficient political strength to carry the highest State office.

What is the future of the Junior Statesmen movement?

The Junior Statesmen Foundation, incorporated under the laws of the State of California, is furthering in every possible way the Junior Statesmen movement. Since 1941, it has financed each year a Junior Statesmen summer session for boys at the Montezuma Mountain School. Mills College has recently offered the use of its campus for the Statesmen Summer School for girls.

The Foundation has secured the endorsement of various civic groups such as the 20-30 clubs, the local Junior Chambers of

Commerce and the California State Junior Chamber of Commerce.

This year it has employed a full-time Field Secretary whose task it is to coordinate the work of the various chapters and to further the program of expansion.

WITH such auspicious backing, the success of the movement will be without limit provided the cleanest and the best of leadership is maintained at every level and provided all conferences and conventions are conducted with a high degree of efficiency and fairness.

* * *

Boys and Girls of the United Kingdom is a teaching-unit, 24 pages illustrated, for use in grades 4-6, by Muriel Hampton, classroom teacher, Pasadena, and the other three teachers who toured England, Scotland and Wales during October 1945. Issued by NEA Department of Classroom Teachers, 1201 Sixteenth Street, NW, Washington 6, DC, price 15c; the chief purpose is to help boys and girls of the United States to know and understand the boys and girls of the United Kingdom.

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Book Five <i>The World Around Us</i>
Book Six <i>From Every Land</i>



New Books for Busy Teachers

Laura B. Everett, Oroville

RIVAL PARTNERS, America and Britain in the Postwar World, by Keith Hutchison, an analysis of conditions in each country, with suggestions of how differences might be harmonized; Macmillan, \$2.

Nationalism and After, By Edward Hallett Carr, University College of Wales, whose writing influences the international thinking of the English-speaking world; Macmillan, \$1.25.

Russia and the Western World, The Place of the Soviet Union in the Comity of Nations, by Max M. Laserson, visiting professor at Columbia University, a scholar of international repute, from the University of St. Petersburg; Macmillan, \$2.50.

Woodrow Wilson and the Great Betrayal, by Thomas A. Bailey, professor of History at Stanford. The author's earlier Woodrow Wilson and the Lost Peace was awarded the gold medal for scholarship and research in the 1944 contest, results announced not long ago. Now is the time to read and ponder what happened in 1919-20 and may happen again; Macmillan, \$3.50.

Shape of Things to Come, by H. G. Wells "achievement of imaginative ingenuity;" our world in the 22nd century; Macmillan, \$1.49, reprint.

Chief Justice Stone and the Supreme Court, by Samuel J. Konefsky. The work of our Supreme Court in the last twenty years. Civics and history classes should have access to it; Macmillan, \$3.

Opportunity in Alaska, by George Sundborg, with a foreword by Ernest Gruening, Governor of Alaska; "a thousand careers in ten chapters"; Macmillan, \$2.50.

Farmer's Last Frontier, Agriculture 1860-97 (Vol. 5, The Economic History of the U. S.) Fred A. Shannon. Give some agriculturally-minded youths a chance at this; Farrar & Rinehart.

Desert Episode, by George Greenfield. A remarkable portrayal of warfare, by a young writer who should be known among England's great authors, in years to come; Macmillan, \$1.75.

Shenandoah, by Julia Davis. The Rivers of America series. ". . . All the great men who have walked the Valley . . . Washington, Jefferson, Madison, Andrew Jackson, Boone, the Lincolns, Sheridan, Maury, Wilson, the Byrds." Farrar & Rinehart, \$2.50.

Principles of Radio for Operators, by Ralph Atherton, M. S. The Chief Radio Theory instructor for the Navy Radio School at Miami University, Oxford, Ohio, has prepared a highly practical book with excellent illustrations. Macmillan, \$3.75.

American Story, by Archibald MacLeish. Keep several volumes on hand, for English, dramatic, and history classes will all want it; Duell, Sloan and Pearce, \$2.

Adventures of a Happy Man, by Channing Pollock. Full of helpful and challenging thoughts to read to classes or place on board; condensed, though not all as brief as his well known "One life, one wife"; Crowell, \$2.

Elizabeth and Leicester, by Milton Waldman. New, authoritative, and entertaining; Houghton Mifflin, \$3.50.

Pioneers of Tomorrow, by Dr. Hans Weil. Counsel for the exceptional student. Dr. Weil, from Gottingen, was a brilliant young teacher when Stresemann was president of the Weimar Republic. He is now an American citizen; Association Press, \$1.25.

We Have Tomorrow, by Arna Bontemps. Well written sketches of Horace R. Cayton, sociologist of Chicago, who is doing so much for his own people; James E. LuValle, famous athlete and research chemist, and 10 other Negroes who are succeeding in new fields. Interestingly told for use in any classes; Houghton Mifflin, \$2.

American Emperor, by Rose Brown. The life of the noble Dom Pedro II of Brazil, a man of high scholarly attainments and benevolent nature. The freeing of the slaves is well emphasized. The book is simply and interestingly written and should be available to all students, especially those with Portuguese affiliations; Viking, \$2.50.

Letters of Thomas Hood, edited with introduction and notes by Leslie A. Marchand. The poet who wrote "The Song of the Shirt" and "The Bridge of Sighs" belonged to our time rather than to his own. Here one may meet him in hitherto unpublished letters; Rutgers University Press, \$1.25.

Correspondence of Bayard Taylor and Paul Hamilton Hayne, with introduction and notes by Charles Duffy. Calling teachers of American literature, who are concerned with Howells and Lanier's contemporaries. Both are mentioned here. Any one of that time, if asked, "Who is the greatest American traveler?" would have answered, "Bayard Taylor." Some of Hayne's poetry has a message for today; Louisiana State University Press, \$2.50.

GEOGRAPHY FOR THE AIR AGE INTRODUCTION TO GLOBAL GEOGRAPHY

By BERNICE BAXTER and THAD STEVENS

- Presents in easy, interesting fashion a background of information which will assist the junior high school student to understand new global concepts of geography and to apply them.
- Includes chapters on Learning the Language of Maps and Globes, Maps and Map Making, Projections, New Ideas of Distance and Direction.
- Provides outline maps for tracing and abundant exercises leading to an understanding and interpretation of modern maps.
- Ample visual aids—drawings, photographs, figures—further clarify and simplify concepts discussed.

List Price, \$1.92

Harr Wagner Publishing Company
San Francisco California

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Flowering Dusk, Things Remembered Accurately and Inaccurately, by Ella Young. The Irish poet, who formerly gave lectures on Gaelic Folklore at University of California, tells of her friendship with H. D., with Yeats and others, and comments in charming phrase on people and events; Longmans, Green, \$3.50.

Eddie Rickenbacker, by Hans Christian Adamson. Fifteen-year-old Eddie's first sight of a Ford and E. R. V.'s automobile races will hold boys who are not readers. Colonel Adamson, who has known Rickenbacker for twenty-five years and was with him on the raft, has done an excellent piece of work; Macmillan, 309 pp., \$2.75.

A. Woolcott, His Life and His World, by Samuel Hopkins Adams. The Town Crier, most contradictory of personalities, whose list of friends sounds like Who's Who, is presented by a biographer who vowed not to "prettify" him; Reynal & Hitchcock, 386 pp., \$3.50.

Mary Richardson Walker: Her Book. The diary of the third white woman to cross the Rockies, edited by her granddaughter, Ruth Karr McKee. Americana at its source: The everyday life in Maine in 1833, when the young teacher began her journal; her journey with her husband to Hawaii and to the Northwest to join Whitman in Washington; Caxton Printers of Caldwell, Idaho, \$3.50.

Leaders of Industry, Fifth Series: Life Stories of Men Who Have Succeeded, by Joseph A. Moore. Stettinius, Walt Disney, Gallup, Henry J. Kaiser, and Donald M. Nelson are among the 22 who are interestingly portrayed. Excellent portraits; L. C. Page, \$2.75.

* * *

Stories from the West, a story from each of the Western States and from our lands in the Pacific, compiled by Marion B. Cook, is an illustrated story book of 320 pages. Silver Burdette Company; price \$1.40.

* * *

Should I Teach?

Hazel G. Stagg Bremm, First Grade Teacher, Eighty-seventh Street School, Los Angeles

If you can't love children when they're bad, When they fight, and they get mad, When they lie, and squirm, and play, Instead of working through the day, Then, don't teach!

If their homely, freckled faces, Sweaty bodies, and loose laces,

Shirts and trousers full of mire, Raise your eye-brows and your ire, Then, don't teach!

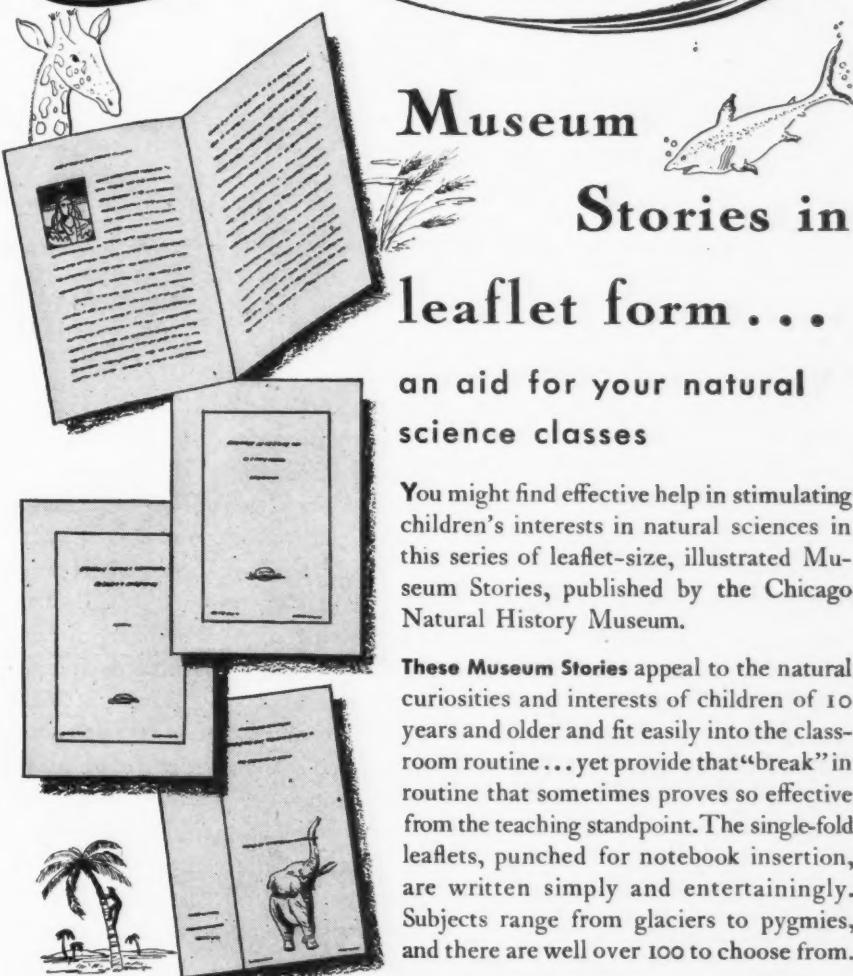
If many questions make you squirm, And you're not interested in a worm; If a frog's a horrid thing, And you don't like him to bring Bugs to school, Then, don't teach!

But, if you can laugh, and make him neat, From his hair, down to his feet; And when he shows his woolly worm, You show him green worms that squirm, You should teach!

If when he's bad you always find, You can be especially kind; Then you surely have the key, And a teacher you should be, And to be one, will be joy to all concerned.

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Suggestions we hope you will find interesting and helpful



Museum Stories in leaflet form . . .

an aid for your natural science classes

You might find effective help in stimulating children's interests in natural sciences in this series of leaflet-size, illustrated Museum Stories, published by the Chicago Natural History Museum.

These **Museum Stories** appeal to the natural curiosities and interests of children of 10 years and older and fit easily into the classroom routine . . . yet provide that "break" in routine that sometimes proves so effective from the teaching standpoint. The single-fold leaflets, punched for notebook insertion, are written simply and entertainingly. Subjects range from glaciers to pygmies, and there are well over 100 to choose from.

If further interested, just write Chicago Natural History Museum, Chicago 5, Illinois. Listings of Museum Stories are free; the leaflets, a penny a copy.

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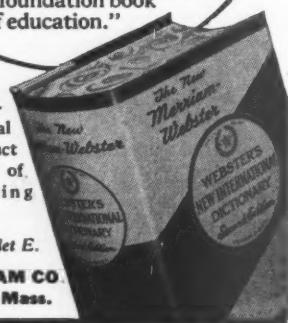
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REHABILITATION

THE STATE BUREAU OF VOCATIONAL REHABILITATION AND ITS RELATION WITH THE SECONDARY SCHOOLS

Ben B. Beales, Vocational Rehabilitation Officer, State Bureau of Vocational Rehabilitation*

In the minds of the sincere high school and junior college administrator, counselor, teacher, and school nurse is the ever-provocative question of the vocational objective of the physically-handicapped child.

The trained personnel of the Bureau of Vocational Rehabilitation may aid in finding a satisfactory answer to this very real and important question.

The California State Bureau of Vocational Rehabilitation was established 24 years ago with the express purpose of rendering individual and direct vocational guidance to physically-handicapped persons 16 years of age and over. This Bureau functions within the State Department of Education and therefore possesses a very direct relationship with the schools of this State.

Among the many specific services rendered by the Bureau are: individual vocational guidance, counseling, and planning, including psychometric testing for intelligence, educational and vocational aptitudes and achievements.

In addition, vocational interest and personal-rating scales are utilized. Tests of eye-hand coordination and manipulative dexterity are also used. In addition to the above, the Bureau of Vocational Rehabilitation may pay tuition to selected schools for post-high school instruction.

If this is not feasible, the Bureau, working cooperatively with the U. S. Employment Service, may endeavor to obtain placement or arrange employment training in a vocation entirely compatible with the disability and the aptitudes of the handicapped individual. This organization will assume the costs for all medical examinations necessary to establish eligibility and feasibility for service. It is not neces-

sary to state that each case is handled in strictest confidence, with none except interested and concerned parties such as teachers, principals, counselors, and parents, having any knowledge of case procedure.

Close followup is maintained after the placement of each client of the Bureau and no case is considered rehabilitated until the rehabilitation officer is positively assured that the placement is in the very best interests of both the employer and the client.

Many consider a physical handicap in terms of obvious crippling defects. That this limited notion may not be held by those concerning themselves with the vocational welfare of this group, the following list may help to clarify this oft misconstrued conception:

Principal Disabilities Found Among High School and Junior College Students

1. Eyes
 - a. Loss of sight of one or both by traumatic injury.
 - b. Impairment of sight of one or both eyes.
 - c. Diseases or conditions which may be chronic in nature.
2. Ears
 - a. Loss of hearing of 15 decibels or more in one or both ears.
 - b. Deafness.
3. Bones (Any orthopedic difficulty severe enough to be classed as a vocational handicap).
 - a. Congenital malfunction of parts.
 - b. Traumatic injuries to parts as amputations of digits, arms or legs.
 - c. Diseases of parts such as poliomyelitis, osteomyelitis, tuberculosis, and arthritis.
4. Lungs. Post-tuberculosis with period of inactivity of at least six months.
5. Heart. Cardiac disabilities, both organic and functional.
6. Speech. Speech defects, both organic and functional.
7. Chronic involvements of upper respira-

* 515 Van Ness Avenue, San Francisco 2.

tory system; i.e., asthma, chronic bronchitis.

8. Diseases or involvements of vascular system; i.e., sustained high blood pressure.

Referral of persons considered eligible for the services of the Bureau of Vocational Rehabilitation may of course be handled in any manner convenient to the individual school situation. An efficient method now being utilized by several high schools in San Francisco and elsewhere has been to use a standard form*. This is given to the persons in school having direct contact with the students, namely, principals, classroom teachers, home-room teachers, counselors, physical education instructors, etc.

The necessary information is entered and either mailed to the nearest office of the Bureau (listed below) or given to the agent contacting the school. A master-list is then compiled and those listed are individually contacted at school. In a short time, parents are informed by letter, telephone or in person concerning the program of the school and Bureau as it affects their sons or daughters. Full cooperation of parents or guardian is of course obtained before any program is inceptioned.

In some cases, prosthetic appliances, operations, hospitalization, medication, and other like services may be obtained through the Bureau when this aid is not forthcoming from another source. The nature and amount of the above is based upon the financial status of parents or guardians. The supplying of books, and other training equipment, is likewise qualified upon the financial resources of the family involved.

Below are listed the various offices of the Bureau of Vocational Rehabilitation. Answers to questions, and further information may be obtained by contacting any one of them.

Sacramento (14)

H. D. Hicker, Chief
Merchants National Bank Building
705 California Street

Los Angeles

W. E. Smith, Supervisor
800 Metropolitan Water District Building
306 West Third Street

San Francisco (2)

J. M. Dodd, Supervisor
515 Van Ness Avenue, Room 515

Fresno

John Gearhart, Coordinator
Adult School Annex
2404 Kern Street

* The form may be obtained from the Bureau of Vocational Rehabilitation.

Modesto

P. S. Vail, Coordinator
c/o Capitol School Administration Bldg.

Oakland

Mrs. J. C. Greiner, Vocational Rehabilitation Officer
814-815 Bank of Commerce Building
16th Street and San Pablo Avenue

Salinas

E. L. Low, Coordinator
Salinas Junior College

San Jose (14)

Dr. D. W. Thomas
Room 28, San Jose High School

San Mateo

Robert T. Allan, Coordinator
San Mateo Junior College
Delaware and Peninsular Avenues

Santa Rosa

R. F. Held, Coordinator
c/o County Superintendent of Schools

Stockton (5)

J. C. Waddell, Coordinator
724 Bank of America Building

San Bernardino

D. Mitchell, Vocational Rehabilitation Officer
305 Platt Building
491 Fifth Street

San Diego

Frank W. Vingoe, Vocational Rehabilitation Officer
835 Twelfth Avenue

Long Beach

Deane Bottorff, Coordinator
Room 112, John Dewey School
8th and American

Los Angeles

Carl E. Etter, Coordinator
c/o City Board of Education
Chamber of Commerce Building

Santa Ana

F. W. Dohr, Coordinator
917 N. Main, Bungalow J.
Santa Ana Junior College

* * *

Arts In Childhood, a new series of 5 bulletins for teachers, includes arts and crafts, music and drama, language arts, social studies. These praiseworthy illustrated bulletins (5 for \$1) are published by Association for Arts In Childhood, 58 Park Avenue, New York 16, N. Y.; editor is Agnes E. Benedict. This association is also sponsor of Story Parade, a literary magazine for boys and girls, beginning its 11th volume with the editorial staff, who have also produced Story Parade Picture Books and many other books for children.



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CRYSTAL MICROPHONES—high-impedance, top-quality performance from 30 to 10,000 cycles over a wide angle. Complete with 25 ft. super-shielded cable and plug (No. 3799).....\$38.50

DYNAMIC MICROPHONES—a rugged high-impedance microphone that delivers crystal clear performance. Fits any standard microphone stand. Gunmetal finish. Range 40 to 9000 cycles. With 20 ft. cable set and plug (No. 3793).....\$33.75

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SUMMER HIGH SCHOOLS

A. R. Everest, Superintendent, Union Schools, Boulder Creek, Santa Cruz County

A NUMBER of the high schools in California are operating summer sessions. These sessions are permissible under the provisions for adult classes and the "governing board may authorize the admission of such minors

to adult classes as they deem will profit thereby."

Summer classes may well serve a real purpose in providing educational activities for adults and high school students who do not desire to work during the summer, or for students who desire to work only a part of the day during their vacations.

They are particularly adaptable in rural recreational areas where numerous students, who regularly live in urban localities, go to spend their summer vacations. Such students may make up credit or subject deficiencies, or they may take desired subjects purely from the standpoint of the educational experiences obtained from them.

Santa Cruz Mountains

During the summer of 1945, the Board of Trustees of the Boulder Creek Union High School District, located in the Santa Cruz Mountains, a purely recreational area, decided to try a summer school on an experimental basis with the main purpose in mind of providing something more worth-while for the many students who spend their vacations in the Santa Cruz Mountains and adjacent areas.

Appropriate advertising matter was secured and circulated at the opportune time, and a pre-registration of 60 possible students was obtained by May 15, 1945. From this pre-registration, a schedule of classes was formed and a faculty to teach the same was hired.

The summer session opened Monday, June 25, on a half-day basis with a registration of 96 students. During the session four additional students registered, making a total of 100 students registered. These students were enrolled in classes as follows: Algebra, 18; Chemistry (correspondence), 2; U. S. History and Civics, 17; English, 16; Geometry, 18; Shop, 10; and Dramatics, 19.

Most of the classes operated for a period of 9 weeks, making the closing date of the session August 23, with the exception of the Drama Class, which operated until September 2.

Of those students who registered, 21 were auditors; 10 completed less than two weeks work, hence they received no credit; and 4 failed to complete their courses. Of those who received high school credit, 6 received one semester's credit in one subject and 59

received two semesters' credit in one subject or 1 semester's credit in each of two separate subjects.

Since the Boulder Creek Union High School District did not operate regular adult classes during the school year 1944-45, it was possible to finance the 1945 summer session of the Boulder Creek Union High School entirely out of State apportionments of funds for the same, and therefore no tuition was charged for registration.

As the laws concerning the support for adult classes were changed in the 1945 session of the California State Legislature, the same effective as of September 5, 1945, it will no longer be possible to finance high school summer sessions entirely from State funds as the new laws do not permit apportionments in excess of 85% of the actual costs of adult classes.

The Board of Trustees feel, however, that the advantages to the community obtained by a summer high school will more than compensate for the loss of 15% of the cost of the same, hence they have already officially gone on record in favor of operating a summer session during the coming summer, and an official announcement of the same will be made in due time.

Perhaps in the future several more of the high schools of the State may find it desirable to operate summer sessions, and they can be particularly recommended in vacation areas.

* * *

International Relations

THE 12th annual Institute of International Relations will open July 3 to 13 at Whittier College, with a faculty of outstanding authorities on world affairs.

This year's theme will be Resources for World Unity. As in past years, the Institute will be of special value to teachers, librarians, public speakers and students. Attendance, however, is open to everyone. Residents of nearby localities are invited to

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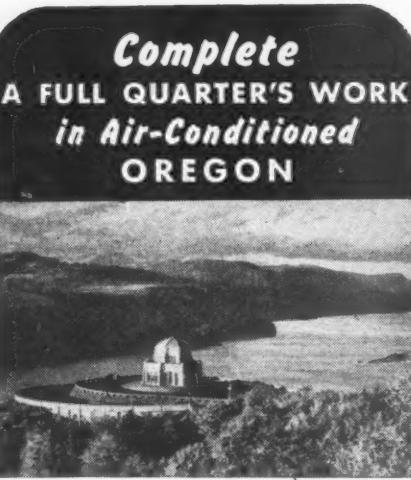
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OREGON STATE COLLEGE, Corvallis
Full Quarter: June 18-August 30
Half Quarters: June 18-July 26; July 27-Aug. 30

UNIVERSITY OF OREGON, Eugene
Full Quarter: June 18-August 29
Half Quarters: June 18-July 23; July 24-Aug. 29

PORLAND SUMMER SESSION, Portland
Night Classes, Full Quarter: June 17-August 30
Day Classes, Half Quarter: June 17-July 26

OREGON COLLEGE OF EDUCATION, Monmouth
SOUTHERN OREGON COLLEGE OF EDUCATION, Ashland

EASTERN OREGON COLLEGE OF EDUCATION, La Grande
Full Quarter: June 10-August 23
Half Quarters: June 10-July 17; July 18-Aug. 23

INSTITUTE OF MARINE BIOLOGY, Coos Bay
Full Quarter: June 17-July 26



For further information or catalogue write

Director of Summer Sessions

OREGON STATE SYSTEM OF HIGHER EDUCATION

Room 207P, 220 S. W. Alder Street
Portland 4, Oregon

(Authorized by Oregon State Board of Higher Education)

MAY 1946

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come for either the entire session or for single day programs. College credits can be arranged for those qualified. The Institute is under the sponsorship of the American Friends Service Committee.

One of the prime purposes of the Institute is to reach those individuals who can utilize the material in their own classrooms, club or discussion groups. It offers an interesting and profitable way in which to spend part of a vacation. Membership fee of \$12.50 covers the 10-day course, and board and room may be had at Whittier College for \$21.00 for the entire period.

Other Institutes on the West Coast will be as follows. Information about speakers and accommodations can be obtained by writing direct:

Mills College, Oakland, Calif., June 23-July 2.
Reed College, Portland, Ore., June 12-22.

Helen Bush School, Seattle, Wash., June 16-25.

For more information about or application for the Whittier Institute of International Relations, write to Richard C. Mills, Director of the Whittier Institute, Whittier College, Whittier, Calif.

* * *

Pacific Music Camp

FIRST annual Pacific Music Camp, sponsored by Pacific Conservatory of Music on College of Pacific campus in Stockton, July 1 to August 5, will bring to outstanding young Western school-musicians for the first time, the intensified music training and inspiration developed in such projects as the noted National Music Camp at Interlochen, Michigan.

Six music-filled weeks, with appropriate recreational and social activity, highlighted with feature public performances under an imposing group of American guest conductors in the Music Camp pattern. Three hundred qualified high school, junior college and college musicians drawn from the

eleven Western States are expected to launch the first season. Many school music supervisors will also enroll.

Applicants must meet minimum standards of musicianship as defined by the Camp directors, and have the recommendation of music instructors. Fees are established at the lowest rates ever scheduled for this type of music experience. Complete descriptive material is available on order.

* * *

School of Painting

San Jose Summer School of Painting

FAR from city classrooms, Dr. Marques E. Reitzel, head of the Art Department of San Jose State College, inaugurates this summer a new school of art, where students may study under able and distinguished artists and instructors and at the same time enjoy the thrill and relaxation of an exhilarating mountain vacation.

San Jose Summer School of Painting opens its first term on July 1 at Twin Lakes on the famous Kit Carson Trail in California's beautiful High Sierras.

Twin Lakes themselves are delightful, with a backdrop of majestic mountains and a foreground of fresh mountain meadows hidden among fragrant spruce and fir. Lakes and streams abound with fish. Swimming, horseback rides and beach parties promise a gay social life, and occasional motor trips to some of the historic Gold Rush towns of the district or to nearby Lake Tahoe will highlight the week-ends.

Round Top Lodge

Living headquarters will be at Round Top Lodge, which provides dormitory accommodations with meals, or housekeeping cabins for those who wish.

The school curriculum will be of college standard. An initial 6-weeks term is planned from July 1 to August 9, with a second term of 4 weeks from August 11 to September 6, if there is sufficient demand. Five courses will be offered, each of 3-unit credit, from which a student may choose any 3. These include Beginning Painting, Advanced Painting, Drawing and Composition, Watercolor Painting, and Landscape.

Since limited accommodations restrict the 1946 registration to 30 students, students who are interested will be wise to apply early. Information may be secured from the Registrar, San Jose Summer School of Painting, 284 Bayview Avenue, San Jose, California.

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Inquiries for more specific details will be welcomed. Address:

OFFICE of the SUMMER SESSION

Mills College
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NEA SUMMER MEETING IN BUFFALO

Louise Beyer Gridley and Leland M. Pryor, NEA State Directors

NATIONAL Education Association Representative Assembly meets in Buffalo, New York, July 1-5.

We are sorry that it was still impossible to plan a trip with a special California train which would be satisfactory. However, there will be a California Breakfast, held on Tuesday morning, July 2, at Statler Hotel. At that time the necessary business of the State Delegation will be transacted.

Delegates should give consideration to the proposed amendments to the NEA Bylaws as outlined in the April Journal. The Representative Assembly will act upon them at Buffalo.

Miss Cecilia O'Neil, 195 Devine Street, San Jose 11, will serve as chairman of the

California Nominating Committee. Delegates may nominate candidates for any of the offices of the Association. California is also entitled to one representative on each of the following committees: Necrology, Credentials, and Resolutions.

If delegates have any suggestions or recommendations for these offices please send them to Miss O'Neil. Other members of the Nominating Committee will be named as soon as the State Directors receive a complete list of those elected to represent California.

In order to serve as a member of the Representative Assembly it will be necessary to have an official Delegate Card from the organization represented. It is also wise to have the member's NEA membership card.

* * *

Junior Red Cross

Summer Courses in Western States

JUNIOR Red Cross is again participating in the summer teacher-training program of various State colleges and universities in the Pacific Area. The schedule is as follows:

Arizona State College, Flagstaff, June 3-July 26.*

University of Arizona, Tucson, July 1-2-3.

University of Southern California, Los Angeles, August 5-30.*

Humboldt State College, Arcata, July 15-27.

College of the Pacific, Stockton, July 15-19.*

Chico State College, Chico, July 29-30-31.

Southern Oregon College of Education, Ashland, July 10-11-12.

Oregon College of Education, Monmouth, June 17-21.

Oregon State College, Corvallis, June 24-28.

University of Oregon, Eugene, July 1-2-3.

Eastern College of Education, La Grande, June 26-27-28.

Western College of Education, Bellingham, July 8-12.

University of Washington, Seattle, August 5-8.

Eastern Washington College of Education, Cheney, July 15-16.

State College of Washington, Pullman, July 18-19.

University of Idaho, Moscow, July 8-9-10.

Lewiston State Normal, Lewiston, July 11-12.

Utah State Agricultural College, June 18-19.

University of Utah, Salt Lake City (elementary), June 12-13-14; (secondary), July 10-11-12.

With the exception of those starred, Junior Red Cross is participating in the regular summer program of the colleges. Those dates starred will be separate Junior Red Cross workshops.

An all-day Junior Red Cross conference is scheduled at University of California at Los Angeles, July 16.

Louis H. Carlson,
Director, Junior Red Cross,
Pacific Area

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SUMMER SESSION: JULY 1 to AUGUST 9



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FLORENCE N. BRADY, Registrar

Occidental College, Los Angeles 41, California

Twilight School

WHEN you have an educational experiment that has proved successful in the test tube of practical experience, let the experiment become standard practice!

At least that seems to be the conclusion in Santa Ana where the Board of Education has authorized the Fourth Twilight Summer Session to be held at Santa Ana Junior College from July 8 to August 30.

Director John H. McCoy, who initiated the practice of cancelling all day classes as a wartime measure during the summer in favor of the night schedule, has found the idea practical from many points of view:

First, Orange County agricultural and citrus interests, which were hard hit for man-power during the past three years, were extremely grateful. Secondly, industrial interests in the community were also happy to use the student labor available during the summer vacation period. And in the third place, while the college was cooperating in the nation's war effort, it was also aiding those who wanted to continue their education. Students particularly like the night program because it allows them to spend some time at the nearby beaches with their friends and to feel as though they are actually having a vacation.

During the 1946 Twilight Session, veterans will especially be urged to attend and many will remove high school deficiencies before regular college classes begin next September.

High school courses as well as college classes are offered in the summer evening sessions, and a full program of lower-division work enables students to make up failing grades as well as prepare for fall college courses.

Class work is offered 5 nights a week, with a maximum of 8 units granted during the eight week session. Full transfer credit is allowed for all regular college subjects. Classes meet in 2-hour sessions from 6 until 8 and from 8 until 10 p.m.

The Santa Ana college expects a good enrollment this summer, including many veterans who are trying to make up as much lost time as possible. The GI Bill will permit these men to attend college on a part-time program if they so desire, otherwise they can still go to the twilight school and work in the daytime while taking advantage of the night classes.

* * *

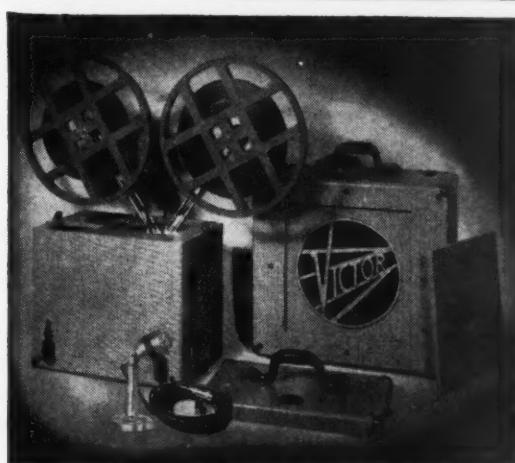
Intercultural Education News, a monthly periodical devoted to understanding, cooperation and national unity among the cultural groups in America, is edited by William Van Til and published by Bureau for Intercultural Education, 1697 Broadway, New York 19, N. Y. H. H. Giles is executive director of the bureau.

Education for Cultural Unity

SEVENTEENTH Yearbook, California Elementary School Principals Association, 1945, is the most recent in a praiseworthy and authoritative series of valuable annuals, issued by a leading group of California educators.

Comprising 160 pages, the new yearbook rightly stresses cultural unity as a major post-war task and is filled with practical suggestions. Yearbook editor was N. D. Meyers, Palos Verdes Estates.

Yearbook distributor is Sarah L. Young, Parker School, Oakland 3; price \$1.



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June 24 to August 2	June 24 to August 2
2nd Summer Session:	2nd Summer Session:
Six Weeks —	Six Weeks —
Aug. 5 to Sept. 13	Aug. 5 to Sept. 13

At Los Angeles

1st Summer Session:	1st Summer Session:
Six Weeks —	Six Weeks —
June 24 to August 2	June 24 to August 2
2nd Summer Session:	2nd Summer Session:
Six Weeks —	Six Weeks —
Aug. 5 to Sept. 13	Aug. 5 to Sept. 13

At Santa Barbara

Summer Session:	Summer Session:
Six Weeks —	Six Weeks —
June 24 to August 2	June 24 to August 2
Post Session:	Post Session:
Three Weeks —	Three Weeks —
August 5 to 23	August 5 to 23

For Bulletins, address Director of Summer Sessions, Berkeley 4, or 405 Hilgard Avenue, Los Angeles 24, or Santa Barbara College, Santa Barbara, California.

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In Memoriam

California School People Recently Deceased

Mrs. Jane Alice Woodman, age 70, for many years principal of Herndon Elementary School, Fresno, died March 12 after a long illness. Born in Iowa, she went to Fresno 28 years ago and retired from active service 5 years ago.

Oda Mae King, age 64, a retired teacher of Hollister, San Benito County, died March 13, following a lengthy illness. Born in Kansas, she went to Reedley, Fresno County, 26 years ago and taught there and later in Selma; 18 years ago she went to Hollister, retiring last June from active service as an elementary teacher.

Sibyl L. Morrison, a teacher in Sespe Street School of Fillmore, Ventura County, died suddenly March 15 while attending the Senior Class play at Fillmore High School.

Miss Morrison had been a teacher in the Fillmore Elementary Schools for nearly 23 years and had taught previously in Visalia and in Fallbrook, her native town. She was a superior teacher and for over 30 years had been wholeheartedly devoted to her work. She was loved by her children and held in high esteem by all who knew her.

Crystal Harford passed to her reward on January 10, 1946, in Berkeley. She had been for many years a teacher in the University High School in Oakland, and on the campus, in Berkeley. Before coming to Oakland to teach, she taught in Crescent City, Lodi, Madera and in Richmond high schools. She was born in Petaluma.

* * *

Sunrise

Poetic Presentation of Cosmic
Philosophy

THAT modern research in atomic energy requires a more complete cosmic philosophy is the general theme of a new volume of poetry entitled Sunrise published by Floyd Lorbeer, teacher of History, Antelope Valley Joint Union High School at Lancaster.

Mr. Lorbeer's hypothesis is that the findings of present-day physics point to a single electromagnetic energy that reveals itself in part to the eye in the form of light waves.

But the book goes further. It shows in a series of poems that the only barriers that exist between men are those that men create.

The brotherhood of man is actual because

all have a common origin and all are made by a single Power that underlies all the atoms and all living creatures.

Religion and science in the final analysis have a common framework of reference in a radiant Source in which all things live and move and have their being.

Free sample copies of some of the leading poems may be obtained by addressing the author, Box 422, Lancaster, California.

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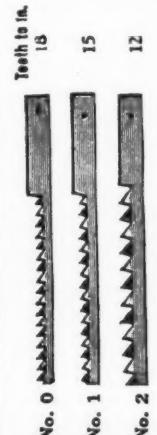
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Humboldt County — County Superintendent and Supervisors. Schools: Alton, Arcata, Banner, Bay, Blockburg, Blue Lake, Bridgeville, Buck Mountain, Bull Creek, Bunker Hill, Capetown, Centerville, Clark, Coffee Creek, Cuddeback union, Cutten, Dows Prairie, Dyerville, Eel Rock.

Eureka City Schools: Franklin, Jefferson, Lincoln, Marshall, City Superintendent, Supervisors and Special Teachers, Teachers of Handicapped Children, Welfare and Attendance Supervisors, Kindergarten.

Excelsior, Ferndale, Fieldbrook, Fort Seward, Fortuna, Freshwater, Garberville, Georgeson, Grant union, Grizzly Bluff, Harris, Island, Jacoby Creek, Janes, Jones Prairie, Klamath, Kneeland emergency, Little River, Loleta, Mattole union, McCann, McDiarmid, Miranda, Mitchell, Myers, Oakdale, Orick, Pecwan, Pepperwood, Port Kenyon, Price Creek, Rio Dell, Rohrerville, Rolph, Salmon Creek, Scotia, Sequoia, Showers Pass, Stone Lagoon emergency, Trinidad, Warren Creek, Weitchpec, Wett, Williams Creek, Washington.

Arcata union high, Ferndale union high, Fortuna union high, South Fork union high.

Mendocino County — County Superintendent and Supervisors. Schools: Anderson, Laurel, Bonita, Bridgeport, Calpella, Caspar, Comptche, Dorrington, Dos Rios union, Leggett Valley, Rockport, Ten Mile, Westport, Greenwood union, Hearst, Hopland, McNear, Nashbridge union, Navarro, Potter Valley union, Willits union, Laytonville union, Woods Potter Valley emergency, Willits emergency.

Fort Bragg senior high, Leggett Valley high, Hopland high, Round Valley union high, Ukiah union high, Layton Valley high.

Trinity County — County Superintendent and Supervisor. Schools: Burnt Ranch, Coffee Creek, Cox Bar, Hayfork Valley union, Hoaglin, Hyampon, Junction City, Lewiston, Lower Trinity, Mad River, Minersville, Salt Creek, Trinity Center, Zenia; Trinity County union high.

Fortuna Union High School has had 100% membership in CTA and NEA for 18 consecutive years. South Fork has 13 years to its credit and Trinity County High 16 years.

Northern Section

The following counties are now 100% in CTA membership: Nevada County, Sierra County. E. P. Mapes, Secretary, California Teachers Association, Northern Section.

Southern Section

Los Angeles County — Esperanza, Hudson.

Riverside County — Ensign.

San Diego County — Barrett, Campo, Jacumba, Japatul, Las Flores, Tecate.

San Diego City — La Jolla elementary.

Santa Barbara County — Santa Maria union high.

Central Section

Kern County — Mojave Schools are 100%. Harry Pierce is district superintendent. — H. W. Kelly, secretary.

* * *

Our World Changes, new edition, is one of the Adventuring in Science Series, published by Ginn and Company. By Powers and others, this popular series which first appeared in 1940 comprises,— 1. Exploring Our World, 2. Our World Changes, 3. Using Our World; there are workbooks for each grade. For grades 7, 8, and 9, it offers pupils real adventures in science. See also this magazine, March 1946 issue, page 23.

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114. Our Merchant Fleet is a poster-letter published by the Maritime Commission especially for school use. It furnishes information on the composition, use and problems of the Merchant Marine. May be used in courses on geography, history, transportation, foreign trade, labor and industry, economics.

115. Once more travel literature sets us dreaming of interesting places to visit. Hotel Lowry offers a pamphlet on its services and a map of downtown St. Paul.

116. Your New School Bus is distributed free to school-bus owners. It is a valuable aid for anyone charged with the operation and maintenance of a school-bus. It lists in convenient form instructions for proper care of the body, seats, floor and chassis of the school-bus. Superior Coach Corporation.

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COMING

May 1 — Child Health Day.

May 3, 4 — American Council on Education; 29th annual meeting. Hotel Stevens, Chicago.

May 3, 4 — Orchestra and Band Festival at Occidental College 9 a.m. to 5 p.m. Evening Concert by All-Southern California Junior High School Festival Orchestra, 8 p.m. Thorne Hall.

May 4 — School Library Association of California, Northern Section; annual business meeting at 10 a.m.; luncheon meeting, College Womens Club, Berkeley.

May 4 — CTA Northern Section Council; regular meeting. Sacramento.

May 5-12 — Music Week.

May 8-10 — The President's Highway Safety Conference. Washington, D. C.

May 11 — CTA Southern Section Council; regular meeting. Southern Section Headquarters, Los Angeles.

May 12 — Mother's Day.

May 18 — Spring meeting of California-Western Music Educators Conference, Southern District, at Hollywood High School. Luncheon at 12:30; demonstration rehearsal by Junior High School Festival Orchestra 2 p.m.

May 20-22 — National Congress of Parents and Teachers; annual convention. Denver.

May 22 — National Maritime Day.

May 30 — Memorial Day.

June 2 — Hollywood Bowl Concert featuring All-Southern California Junior and Senior High School Festival Orchestras, 2 p.m.

June 4 — Primary Election. State and County Officers. Every California teacher should vote.

June 8 — Monthly meeting of California School Band and Orchestra Association, Southern District. 737 South Hill Street at 1:30 p.m.

June 8 — Last day for filing initiative petitions for 1946 ballot measures with county clerks.

June 14 — Flag Day.

June 16 — Father's Day.

June 16-23 — American Library Association; 65th annual conference. Municipal Auditorium, Buffalo.

June 20-July 20 — Speech Education Workshop. Stanford University.

June 23-28 — American Home Economics Association, 37th annual convention. Cleveland.

June 23-July 2 — Institute of International Relations; annual session. Mills College.

June 24-August 2 — The United States in World Affairs; 2nd summer institute. American University, Washington, D. C.

June 28 — Final day for filing initiative petitions with Secretary of State.

June 30-July 7 — NEA Summer Meeting; Representative Assembly; certain de-

partments, committees and boards. Buffalo, New York.

July 3-13 — Institute of International Relations; 12th annual session. Whittier College.

July 4 — Independence Day.

July 8-19 — NEA Department of Elementary School Principals; 8th annual conference on Elementary Education. University of Syracuse, Syracuse, New York.

August 2-5 — Childrens Theatre Conference, under sponsorship of American Educational Theatre Association. Seattle.

August 5-20 — NEA Summer School of Organization Leadership. American University, Washington, D. C.

August 8, 9 — California School Trustees Association; annual convention. University of California, Berkeley Campus.

August 9-26 — NEA All-Air Mexican Tour, from Los Angeles. Paul H. Kinsel, director, NEA Division of Travel Service.

August 17-30 — World Conference of the Teaching Profession. The Homestead, Endicott, New York State.

October 5 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

November — White House Conference on Rural Life and Education; Western Regional Conference. Phoenix.

November 5 — General Election.

November 23 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

* * *

Federal Aid to Schools

THE March 1946 issue of the Journal of National Education Association had portraits of a number of Congressmen from California who are members of the Bipartisan House Committee for the Support of Federal Aid for Public Schools.

George P. Miller of Alameda is secretary of the group. The other California Congressmen whose pictures are listed are Jack Z. Anderson, Clair Engle, Carl Hinshaw and Jerry Voorhis.

The April issue of the Journal continued the series of portraits of members of the Bipartisan Committee, and portrayed Frank R. Havener, Chet Holifield and Gordon L. McDonough.

School-people of California should be particularly pleased that so many of the California Congressmen are supporting the proposal for Federal Aid to Education.

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